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ABSTRACT

Seventy-five Australian higher education institutions were surveyed to determine their policies and practices with regard to students with Technical and Further Education (TAFE) qualifications who might apply for transfer from TAFE to higher education. Forty-four of the 49 questionnaires returned were considered usable. It was found that many higher education institutions were more prepared to grant admission to selected courses to qualified TAFE students if the qualifications were in a course analogous to that which the students wished to study at the higher education level. While the practice of granting credit was said to be possible, it was not at all common. The two principal difficulties with transfer reported were (1) a lack of consistent and public policy on transfer to higher education institutions and the subsequent difficulty for TAFE-qualified students to make qualified judgments about the standing of their qualifications and (2) a shortage of real information on the success of TAFE-qualified students who have transferred to higher education. (Appendixes include a description of the Education Counselling and Credit Transfer Information Service; the project questionnaires; a description of a feasibility study on the establishment of counseling and credit transfer information services; and information on the TAFE transfer policies of the South Australian Institute of Technology, the South Australian College of Advanced Education, and Mitchell College of Advanced Education.) (MN)

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TAFE

TAFE NATIONAL CENTRE FOR
RESEARCH AND DEVELOPMENT

CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FOREWORD

In 1985, the TAFE National Centre for Research and Development released a study of the articulation of TAFE middle-level and higher education courses in Australia.

This investigation was limited in the following ways.

- It canvassed the views of only higher education institutions
- It was concerned with the attitudes of these institutions to middle-level (commonly called certificate) courses only. In the current nomenclature it was concerned with only TAFE Stream 3100 and above.

As a consequence of a commission from the Evaluative Studies Steering Committee of the Commonwealth Tertiary Education Commission the above study has now been extended to include at least two other issues.

- The views of TAFE institutions on the acceptability of their courses for entry to and credit for higher education courses. (At the same time a closer look has also been taken at the policies of higher education institutions.)
- The whole range of TAFE courses, with the exception of those regarded specifically as secondary equivalent e.g. T.O.P. courses in Victoria, has been investigated.

The holding of views is one thing: it is another to take action. Having identified policies, the report is concerned to identify how these policies are implemented and any problems which may arise for TAFE students by their implementation.

All post-secondary education institutions in Australia have been approached and this report is based on their responses, together with the reading of the relevant literature which has emerged since the previous report.

The views expressed in this report are those of the authors and do not necessarily reflect the views of the Commonwealth Tertiary Education Commission or the TAFE National Centre for Research and Development. Likewise any errors are the responsibility of the authors alone.

In addition, the Centre has worked closely with a link researcher, one from each state and the ACT. Besides providing the case studies which are included in the report, the researchers were involved in checking and commenting on material relevant to their state or territory.

The authors extend grateful thanks to:

- the members of the advisory committee
- the link researchers in each of the states and the Australian Capital Territory
- Ann Bastian for editing the final report
- Sue Butters, Sharon Tonkin, Julie Melville and Giulia Reveruzzi for typing the manuscript
- The Evaluative Studies Steering Committee of the Commonwealth Tertiary Education Commission for funding the project.

CONTENTS

Page

FOREWORD iii

ABBREVIATIONS xi

ADVISORY COMMITTEE xiii

ABSTRACT xv

SUMMARY OF RECOMMENDATIONS xvii

CHAPTER 1: THE PROJECT IN OUTLINE

1.1 Introduction 1
1.2 Articulation defined 3
1.3 Introduction to the proposal 4
1.4 The purposes and aims of the project 5
1.5 The problem of nomenclature 8
1.6 Role of the link researchers 9
1.7 The structure of the report 9

CHAPTER 2: CURRENT INTEREST IN CROSS-SECTORAL TRANSFER

2.1 Current interest in cross-sectoral transfer 11
2.2 Provision of information on optional qualifications for entry and transfer of credit 22
2.3 Current policies on cross-sectoral transfer 24
2.4 Problems associated with cross-sectoral transfer 30
2.5 A new issue-institutes of tertiary (post-secondary) education 36
2.6 The most important issues 36
2.7 The recommendations arising from current reports 37

CHAPTER 3: METHODOLOGY

3.1 Questionnaire for TAFE colleges 39
3.2 Questionnaire for higher education institutions 42

CHAPTER 4: THE POLICIES AND PRACTICES OF HIGHER EDUCATION AND TAFE INSTITUTIONS ON ARTICULATION BETWEEN TAFE AND HIGHER EDUCATION

4.1 Current policies of higher education institutions 47
4.2 Exceptions to policy 59
4.3 Changes to policy currently under discussion 60
4.4 Discussion and rejection of policy change 62
4.5 Courses in which entry is given on the basis of TAFE qualifications 62
4.6 Courses for which exemption, transfer of credit or status are given 64
4.7 Responsibility for decisions in unusual, or less evident, cases of (A) entry, (B) exemption and (C) transfer of credit 65
4.8 Policy innovation 68
4.9 Resistance to policy change 73
4.10 TAFE college policy in transfer from TAFE to higher education 77
4.11 Transfer agreement between TAFE and higher education 81
4.12 Link, bridging or feeder courses 82
4.13 Other initiatives to facilitate cross-sectoral transfer 86

CHAPTER 5: PROVISIONS WHICH EXIST TO INFORM AND ENCOURAGE STUDENTS TO TRANSFER FROM TAFE TO HIGHER EDUCATION COURSES

5.1 Provisions by TAFE colleges 89
5.2 Analysis of TAFE college responses 91
5.3 Provisions which should or could be made to inform and encourage TAFE qualified students wishing to transfer to higher education 96

CHAPTER 6: THE SUCCESS OF STUDENTS UNDERTAKING CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION

6.1 Universities 105
6.2 Central institutes of technology 106
6.3 Other colleges of advanced education 106
6.4 General comments 107

CHAPTER 7: THE NATURE OF THE ADVICE GIVEN TO TAFE STUDENTS SEEKING CROSS-SECTORAL TRANSFER TO HIGHER EDUCATION

7.1 Advice given to students when they first seek entry 109
7.2 Special advice and counselling 111

CHAPTER 8: PROBLEMS CAUSED FOR TAFE STUDENTS BY CURRENT POLICIES AND PRACTICES AND SOME SUGGESTED SOLUTIONS

8.1 Entry difficulties 115
8.2 Status difficulties 119
8.3 The need to repeat studies undertaken previously 123
8.4 Problems for TAFE students in the difference between their expectations of study requirements in higher education and the actual situation 126
8.5 Other problems for TAFE students seeking to transfer to higher education 130
8.6 General comments 136

CHAPTER 9: THE NATIONAL PICTURE IN COMMERCE AND ENGINEERING

9.1 Commerce 141
9.2 Engineering 145
9.3 General comments 150

CHAPTER 10: CASE STUDIES

10.1 NSWIT/Ryde urban horticulture co-operative program. Mark Tennant 151
10.2 The Western Institute. Post-secondary education provision in the western metropolitan area of Melbourne. Janet Scarfe 155
10.3 Contracting of programs in Western Australia. Maxinne Sclanders 160
10.4 Music - Articulation across the three sectors. Cliff Burleigh 167
10.5 National Institute of Tertiary Education. (NITE) Vicki Woods 174
10.6 Bridging courses in Queensland. David Aust 184
10.7 The attitudes and roles of professional associations, public utilities and large industries regarding cross-sectoral transfer. S. Bayly-Stark 186

CHAPTER 11: CONCLUSIONS AND RECOMMENDATIONS

11.1 The objections to cross-sectoral transfer 193
11.2 Informing and encouraging qualified students to transfer from TAFE to higher education 197
11.3 The provisions and policies of education institutions and authorities with regard to transfer from TAFE to higher education 200
11.4 The public interest in the question of cross-sectoral transfer from TAFE to higher education and the success rate of students who transfer 209
11.5 Problems for TAFE students seeking to transfer to higher education 215
11.6 Measures to facilitate transfer 218

APPENDIX A: EDUCATION COUNSELLING AND CREDIT TRANSFER INFORMATION SERVICE (ECCTIS) 221

APPENDIX B: CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9). QUESTIONNAIRE FOR TAFE COLLEGES AND INSTITUTIONS 227

APPENDIX C: CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9). QUESTIONNAIRE FOR HIGHER EDUCATION INSTITUTIONS 231

APPENDIX D: SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY. TAFE CROSS-CREDIT ARRANGEMENTS 235

APPENDIX E: QIT ESCALATION POLICY 237

APPENDIX F: SCALING PROCEDURES - DTAFE SUBJECTS - SOUTH AUSTRALIAN COLLEGE OF ADVANCED EDUCATION 241

APPENDIX G: MITCHELL COLLEGE OF ADVANCED EDUCATION 243

APPENDIX H: TASMANIAN ORGANISATIONS CONTACTED 247

APPENDIX I: A FEASIBILITY STUDY INTO THE SETTING UP OF COUNSELLING AND CREDIT TRANSFER INFORMATION SERVICES 249

BIBLIOGRAPHY 253

ABBREVIATIONS

ACDP	Australian Committee of Directors and Principals in Advanced Education
ACTA	Australian Council in Tertiary Awards
ACTD	Australian Conference of TAFE Directors
AEC	Australian Education Council
AFTS	Australian Film and Television School
AIR	Australian Institute of Radiography
AITEA	Australian Institute of Tertiary Education Administrators
ANU	Australian National University
ASAT	Australian Scholastic Aptitude Test
AVCC	Australian Vic-Chancellors' Committee
CAEs	Colleges of Advanced Education
CAM	Certificate in Advanced Music
CCAE	Canberra College of Advanced Education
CDE	Commonwealth Department of Education
CIACAE	Commonwealth Institutions Accreditation Committee for Advanced Education
CPC	Consultative Planning Committee of VPSEC
CTEC	Commonwealth Tertiary Education Commission
DDIAE	Darling Downs Institute of Advanced Education
DTAFE	Department of Technical and Further Education
ECCTIS	Education Counselling and Credit Transfer Information Service
ESSC	Evaluative Studies Steering Committee of the CTEC
FEAC	Further Education Accreditation Committee
NAATI	National Accreditation Authority for Translators and Interpreters
NITE	National Institute of Tertiary Education
NPL	National Performance Level
NSWIT	New South Wales Institute of Technology
NTE	National Tertiary Entrance Score
QBAE	Queensland Board of Advanced Education
QIT	Queensland Institute of Technology
RMIT	Royal Melbourne Institute of Technology

SACAE	South Australian College of Advanced Education
SAIT	South Australian Institute of Technology
SCAE	Sydney College of Advanced Education
TAFEC	Technical and Further Education Council of CTEC
TEAS	Tertiary Education Assistance Scheme
TEASA	Tertiary Education Authority of South Australia
TECT	Tertiary Education Commission of Tasmania
TOP	Tertiary Orientation Program
TSIT	Tasmanian State Institute of Technology
VPSEC	Victorian Post Secondary Education Commission
WACAE	Western Australian College of Advanced Education
WAIT	Western Australian Institute of Technology
WAPSEC	Western Australian Post Secondary Education Commission

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Dr William C. Hall, Executive Director, TAFE National Centre for Research and Development

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ABSTRACT

Higher education institutions in Australia were surveyed to determine their policies and practices with regard to students with TAFE qualifications who might be applicants for transfer from TAFE to higher education.

TAFE institutions were asked what policies they had to encourage TAFE students to transfer to the higher education sector, what arrangements they had made to enable transfer and what difficulties there were for students wishing to transfer.

It was found that many higher education institutions were more prepared to grant admission to selected courses to qualified TAFE students if the qualification were in a course analogous to that which they wished to study at higher education level. The granting of credit was possible, but not so common.

Two principal difficulties were reported. The first was that there was a lack of consistent and public policy on transfer to higher education institutions and consequently it was difficult for TAFE qualified students to make confident judgments about the standing of their qualifications. The second was that there is little real information on the success of TAFE qualified students who have transferred to higher education.

A number of recommendations are made. They have two principal thrusts:

- the development of consistent policies on admission and credit transfer of TAFE qualified students to higher education and the publishing of these policies
- the monitoring of the progress of TAFE qualified students who are admitted (with or without status) to higher education courses.

SUMMARY OF RECOMMENDATIONS

Informing and encouraging qualified students to transfer from TAFE to higher education

1. The CTEC through TAFEC invite the ACTD to consider the development of national policies to inform and encourage qualified students to transfer from TAFE to higher education (p.197).

2. The CTEC, through the Universities and Advanced Education Councils, seek the co-operation of higher education institutions in making current policies for the admission of TAFE qualified students specific and in publishing these policies in their handbooks and calendars (p.198).

3. Each state TAFE authority include in its handbook the information on opportunities for transfer from TAFE to higher education as they apply in the higher education institutions in its own state (p.198).

4. The TAFE National Centre for Research and Development be commissioned by the ESSC of the CTEC to undertake a study of the feasibility of setting up Australian tertiary counselling and credit transfer information services. These services would include the following on-line information to prospective students and tertiary institutions.

    - details about all tertiary courses (institution, entry, course outline, qualifications obtained etc.);

    - information about credit transfer arrangements into all higher education courses, with particular reference to the opportunities for transfer from TAFE (p.199).

5. The CTEC through TAFEC ask the state TAFE authorities to encourage counsellors and others in TAFE colleges who are responsible for informing and encouraging students to transfer from TAFE to higher education to arrange for these potential students to discuss their prospects for enrolment and status with staff of higher education institutions (p.200).

Policies on transfer from TAFE to higher education

6. The CTEC, through the TAFE Council and in consultation with state TAFE authorities, conduct discussions with the Universities Council and the Colleges of Advanced Education Council with a view to developing national guidelines for the acceptance for admission and status of suitable and relevant TAFE courses (p.202).

7. The CTEC encourage each state higher education authority in consultation with universities, CAEs and state TAFE authorities to develop detailed guidelines for the use of individual higher education institutions in formulating arrangements for admission and status for suitable and relevant TAFE courses within each higher education institution (p.202).

8. Such guidelines should be based primarily on institution to institution negotiation and should pay particular attention to continuity between TAFE and higher education programs (p.202).

9. The CTEC recommend to the ACTD that it invite its members to include in their curriculum processes, methods to improve communication between institutions including, where appropriate, participation of higher education in TAFE course planning and development (p.203).

10. State TAFE authorities negotiate with higher education institutions for the development of guidelines for and for the provision of, suitable bridging courses in selected disciplines at selected TAFE colleges (p.204).

11. The CTEC fund approved bridging courses (p.204).

12. The CTEC through TAFEC consult with state TAFE authorities with a view to encouraging TAFE colleges to set up voluntary consultative committees with higher education institutions in order to resolve local problems associated with the admission and status of TAFE students (p.205).

Selection policies of higher education institutions

13. The ESSC of the CTEC negotiate with:

    - The Macquarie University
    - Queensland Institute of Technology
    - The South Australian College of Advanced Education

to monitor the number of total applicants with TAFE qualifications who are admitted to the respective institutions in comparison with other students and the success of the former students in relation to students with other qualifications with similar tertiary entrance scores (p.206).

14. The CTEC consider, together with its constituent councils, the provision of a grant to its ESSC to investigate the development of admission procedures which take into account:

    - pre-requisite knowledge;
    - aptitude tests;
    - profiles;
    - social group characteristics;
    - work experience

    for those who hold basic qualifications for admission to higher education courses (p.208).

15. The CTEC take up with the Universities and Advanced Education Councils the fixing of quotas for TAFE qualified students in higher education courses for those disciplines with corresponding TAFE courses. Such quotas should be along the lines of, but independent from, mature-age quotas (p.208).

16. The CTEC approach state TAFE authorities through TAFEC with a view to having the level and content of all TAFE programs clearly documented (p.209).

TAFE staff knowledge of students wishing to transfer

17. The CTEC through the TAFE Council encourage each TAFE Authority to make TAFE staff aware of the opportunities for cross-sectoral transfer available to TAFE students and to encourage TAFE staff to pass this information on to students (p.211).

Interest of TAFE students in higher education courses

18. The CTEC through its ESSC encourage the higher education admission bodies in Australia to keep and publish records of the educational backgrounds of applicants for higher education enrolments who were:

    - offered enrolment, by the course and institution to which they were offered the enrolment;

    - not offered enrolment, by the course and institution to which they sought enrolment (p.212).

Success rate of TAFE students who transfer to higher education

19. In addition to recommendation 13, the CTEC through the Universities Council and the Advanced Education Council invite proposals for funding from institutions which have a reasonable number of students admitted on the basis of TAFE qualifications for the monitoring of the progress and success of these students over a finite period, say four years. If possible at least one of the institutions funded should be representative of each of the groups of institutions (p.215).

Entry difficulties for TAFE students seeking to transfer to higher education

20. The CTEC through the Universities Council and the Advanced Education Council encourage higher education institutions to provide, where possible, courses on a part-time basis with lectures and tutorials outside normal working hours (p.215).

Lack of status and the need to repeat studies

21. The CTEC fund a project to make an in-depth examination of curriculum development, learning methodology and assessment procedures of selected TAFE and higher education courses in commerce and engineering (p.216).

Lack of preparation in TAFE for the study methods of higher education institutions

22. The CTEC, through its councils

    - encourage TAFE colleges to modify their study methods in the final phases of courses from which students are likely to transfer into a higher education course;

    - encourage higher education institutions to modify their study methods so that qualified students are able to adapt more readily to the changes (p.216).

23. The CTEC through TAFEC ask the state TAFE authorities to encourage counsellors to arrange for TAFE students who are considering transfer from TAFE to higher education to attend suitable lectures and tutorials within the institution at which they might seek enrolment (p.217).

Financial difficulties for TAFE students seeking to transfer to higher education

24. Any discussions initiated by the CTEC with a view to developing national guidelines for the acceptance of suitable and relevant TAFE courses for admission and status in higher education courses be directed to ensure that the status granted is sufficient to qualify students from benefit under TEAS (p.217).

Isolation of many TAFE students from higher education institutions

25. The CTEC encourage the extension of study centres in TAFE colleges in isolated areas to facilitate cross-sectoral transfer in higher education (p.218).

Measures to facilitate transfer

26. The CTEC recommend to the Commonwealth Government that it allocate, say, $750000 per year over the three years 1987-89 to fund the following programs:

    - the admission of additional students to higher education institutions which have not as a matter of policy admitted students on the basis of a TAFE qualification, to courses relevant to their TAFE qualification and the monitoring of their progress compared with the progress of students who have matriculated in the normal way;

    - the granting of status to students by higher education institutions which have, as a matter of policy admitted students on the basis of a TAFE qualification but which have not generally granted status and the monitoring of their progress compared with the progress of other students at the same level;

    - the development of imaginative experiments in designing courses to bridge any gap between the terminal point of the TAFE course and the entrance point of a related higher education course.

    Tenders for participation in the programs should be invited from suitable institutions of higher education.

    Students involved in the program should be additional to the quotas normally admitted by the institutions of higher education which participate.

The tender should specify at least

- the number of students which it is intended should participate in the program by faculty
- the monitoring and reporting procedures intended
- in the case of experiments in bridging courses, an outline and rationale for the curriculum to be followed (pp.218-219).

CHAPTER ONE: THE PROJECT IN OUTLINE

1.1 INTRODUCTION

This investigation is based upon the assumption that if the admission and status (i.e. advanced standing or exemption) policies of universities and colleges of advanced education (i.e. institutions of higher education) recognised formally the full achievement of students who had TAFE qualifications, these institutions would have access to a pool of students who, if admitted or granted status, would have a more than reasonable chance of success.

This assumption is the basis of the argument for the encouragement of cross-sectoral transfer. As Hudson (1985c) said:

> If the fundamental purpose of our tertiary education institutions is to serve the students, and if that purpose were effectively embedded in our structure and administration, there would be a much more willing acceptance of the need for cross-sectoral developments (p.116).

It is unfortunate, but true, according to the Commonwealth Minister for Education (Ryan, 1986) that the three sectors of tertiary education have developed various barriers making transfer from one sector to another unnecessarily difficult. This compares with the United States where credit is transferable between some universities and colleges, particularly those which are publicly funded and within the same state and where many advocate that the opportunity to transfer credits from one institution to another should be a fundamental part of the tertiary education system (Parkinson, 1985).

There is a compelling case for exploring all the ways in which barriers between education sectors could be broken down, including

- the introduction of tiered courses, starting in one sector and concluding in another;
- arrangements for cross-recognition of qualifications;
- close institution to institution liaison.

The Report for 1985-87 of the Commonwealth Tertiary Education Commission (CTEC 1984a) described the increase of portability of credit between TAFE and higher education as an important way of meeting the need for equity and growth in tertiary education in Australia. The Evaluative Studies Steering Committee of the CTEC (ESSC) identified a number of potential research areas which it considered would help meet that need.

Among these were measures to promote cross-sectoral transfer through

- identification of demand for specialised courses or feeder courses;
- encouragement of greater cross-sectoral contact between educational institutions located in the same area (ESSC, 1985).

Among the ESSC research projects, two on cross-credentialling and feeder courses were identified as being relevant to this study. These were:

> A procedure to allow cross-crediting arrangements in the degree courses of distance education universities (i.e. Deakin, Queensland, New England, Macquarie and Murdoch). This has been developed and is in operation. The ESSC commissioned an evaluation of this procedure, the report of which indicates that it has been successful (Pritchard and Jones, 1985).

and

> The production of a report by the Tertiary Education Commission of Tasmania identifying requirements of mainland colleges and universities for feeder courses in areas such as physiotherapy, speech therapy, occupational therapy, environmental health, journalism and cartography (Gallagher, 1984 see Section 8.5.2).

By February 1985 it had become clear that the CTEC saw articulation and credit transfer as important areas for research:

> The Commission sees transfer courses as offering greater potential for opening up educational opportunities than has, in practice, been achieved. The separation of the three sectors has been seen to act to the disadvantage of some groups. The educational activities of each of the sectors should be defined and articulated in such a way that students have a clear knowledge of what is offered by each

> sector and of their precise interrelationships. Such definition and articulation exists only to a limited degree and even where there have been attempts to encourage mobility, there is little knowledge of the avenues open.
>
> If progress through the tertiary sectors is to be encouraged, the issue of comparison at the middle level between TAFE and Advanced Education courses needs to be carefully studied and assessed with the aim of persuading institutions to adopt reasonable 'credit' policies. Some specific studies comprising TAFE and Advanced Education middle-level courses might be supported by the ESSC. The studies should cover curriculum and admission practices and should draw on any assessments by professional bodies for the purposes of admission (Gallagher, 1985, pp.1-2).

In response to this, the Executive Director of the TAFE National Centre submitted a research proposal to CTEC, setting out a possible structure and direction for a study. On 5 March 1985 he submitted a firm proposal to the Executive Officer of the Evaluations and Investigations Program (Hall, 1985).

1.2 ARTICULATION DEFINED

Cross-sectoral transfer involves articulation which is defined as:

> The process of achieving access to education and of gaining status (credits) in one institution for study and experiences gained in another (Parkinson, 1986, p.1).

The Australian Conference of Directors of TAFE working party on articulation of programs (Pattison, 1985) noted that there are three main areas of TAFE within which articulation may occur. These are

- within TAFE;
- between TAFE and higher education;
- between schools and TAFE.

This study is concerned with the second of the above.

Concurrent with this study, a project team has been established to carry out a number of investigations and development activities related to co-operative programs and exchange of credit between secondary schools and TAFE. The aims of the project include

- to describe the nature, objectives and extent of existing co-operation between school and TAFE with respect to exchange of credit;
- to suggest strategies to be endorsed by both sectors, which will facilitate closer co-operation between secondary schooling and TAFE. This will entail procedures for accreditation/credentialling (Jones and Krzemionka, 1985).

1.3 INTRODUCTION TO THE PROPOSAL

Transfer between TAFE and higher education presently occurs. Parkinson (1985), in a recent TAFE National Centre project, investigated the extent of transfer from TAFE certificate courses to higher edcuation, including the policies on admission and status adopted by colleges of advanced education (CAEs) and universities. About two-thirds of all CAEs and universities were considered. The Parkinson study restricted itself to certificate courses and did not (for example) consider trade courses, post-trade courses or special bridging courses. No case studies were provided and there were no recommendations on measures which should be taken to facilitate transfer. Therefore, the Parkinson study can be regarded as a useful, preliminary investigation, drawing as it does on previous work done by, among others, Skull (1982), Moriarty (1978), Anderson (1979) and the Tertiary Education Authority of South Australia (1982).

The need for the Parkinson investigation to be widened can be seen from the following examples, all of which fell outside his investigation. These examples illustrate ways in which transfer from TAFE to some higher education institutions is encouraged and ways in which some higher education institutions accommodate the needs of TAFE students.

(a) The South Australian Institute of Technology has a policy for the progression in electrical engineering.

tradesmen ⟶ technician ⟶ degree

The working of this policy and the issue of whether there are lessons for other institutions should be investigated.

(b) Riverina-Murray CAE conducts bridging courses for students transferring from TAFE to the CAE.

(c) The University of Wollongong has a strong tradition of accepting TAFE students and giving credit to them for TAFE studies.

The question of how this works in practice and how successful the TAFE students are should be studied.

Many other examples could be given. Indeed, the Parkinson study showed that over 15500 TAFE students entered higher education over a four year period (1980-1984).

Cross-sectoral transfer is invariably viewed as a one-way movement

TAFE → CAEs → University

In time, the validity and usefulness of that assumption needs to be tested, but not necessarily in this project.

1.4 THE PURPOSES AND AIMS OF THE PROJECT

The project had two broad purposes. Firstly, to determine the policies and practices of higher education institutions with regard to students with TAFE qualifications who might be applicants for transfer from the TAFE to the higher education sector. Secondly, to determine the policies and attitudes of TAFE institutions towards those students. Consistent with the original assumption of the project, recommendations which would enhance cross-sectoral transfer have been sought.

The specific aims of the project are set out here under.

1.4.1 To specify the provisions which exist to inform and encourage students to transfer from TAFE to higher education.

(A project to achieve similar aims was undertaken in the United Kingdom and the Education Counselling and Credit Transfer Information Service was established (ECCTIS). The operation of this service is discussed in Appendix A.)

1.4.2 For relevant TAFE courses, to investigate the provisions which exist presently to enable students to transfer (with or without credit) to higher education and the policies of higher education institutions and TAFE authorities with regard to transfer.

Higher education institutions have two separate questions to consider in the case of a TAFE student entering a CAE or university

- Is the student, by virtue of his TAFE qualification, a competitive entrant to higher education?

- Should the student be given credit standing for the qualifications gained in TAFE?

Most, but not all, relevant TAFE courses would be certificate courses. For example non-certificate courses in which this study was particularly interested were:

- trade courses;
- post trade courses;
- special bridging courses.

The Tertiary Orientation Program (TOP) qualification obtainable from TAFE colleges in Victoria was excluded. The reasons for the exclusion of this qualification were that it was seen as an alternative to university matriculation and that it had no correspondence with courses provided in CAEs, institutes of technology and universities.

1.4.3 To determine public interest in the question of cross-sectoral transfer from TAFE to higher education and the success rate of students who transfer.

Answers were sought to questions such as

1) What general interest is there in TAFE in articulation with higher education?

2) What do TAFE staff know of students who wish to transfer?

3) How many TAFE students are interested in higher education courses?

4) Do TAFE students take advantage of schemes which are available already?

5) What is known of the success rate of TAFE qualified students who have transferred to higher education institutions. If this information is not known, are there plans to obtain it in the future?

1.4.4 To gather information and opinions on the kinds of problems which have been caused for individual students, or groups of students, seeking to transfer to higher education.

Information on this topic has been sought from TAFE colleges and institutions. They have been asked to give examples from each course in which they are involved of

1) entry difficulties;
2) lack of status (exemption or transfer of credit);
3) need to repeat work;
4) study methods and expectations;
5) others.

1.4.5 To make recommendations on measures to facilitate transfer. Most of these will have to be created from the responses, but, one specific question has been asked of TAFE colleges and administration:

> What further provision do you think should be, or could be, provided for those students who wish to transfer their study in TAFE to higher education?

1.4.6 To determine whether a global view, a total philosophy, on entry and status for TAFE transfer students is possible?

Similar discussion occurred a few years ago in the mature age entry debate, where higher education institutions argued that mature age students could not cope with the intellectual demands. They claimed that these students had been out of education too long and that they would not have the academic discipline of a matriculated student. Early trials proved that they could cope and did survive and at this time higher education institutions were persuaded to adopt a more global policy. Would a similar system for TAFE qualified students be equally successful?

1.4.7 To conduct a number of case studies on specific issues in articulation. Case studies were conducted by link researchers and covered the following issues.

- The existence and application of credit policies.

(An examination of the NSWIT/Ryde urban horticulture co-operative program in New South Wales p.151.)

- Examples of transfer and feeder (bridging) courses.

  (Bridging courses in Queensland p.184.)

- Examples of policies or practices (including those by professional bodies) to encourage or discourage transfer.

  (Two case studies were undertaken

  - music-articulation across the three sectors p.167;
  - the attitudes and roles of professional associations, public utilities and large industries regarding cross sectoral transfer p.186.)

- Investigations of the newer interdisciplinary courses in higher education to see if these provide greater flexibility of access.

  (National Institute of Tertiary Education p.174.

  The Western Institute. Post-secondary education provision in the western metropolitan area of Melbourne p.155.)

- The use of facilities of one sector by another.

  (Contracting of programs in Western Australia p.160.)

1.4.8 To investigate, in particular, the transfer arrangements which exist between the three sectors in

- engineering;
- commerce.

(The national picture in commerce and engineering p.141.)

1.5 THE PROBLEM OF NOMENCLATURE

One problem in the issue of articulation has been that of nomenclature. For example, until recently the Electrical Technicians Certificate had different meanings in different TAFE authorities. Matriculation, on the other hand, has been a standard term with which higher education institutions have felt comfortable for a long time. It may be that the difficulty for higher education in coming to any agreement about transferability from TAFE has hinged on the lack of consistent interpretation of TAFE courses.

This should be overcome to a large extent by the establishment of the Australian Council on Tertiary Awards (ACTA) which has been established to develop and maintain a National Register of Tertiary Awards. With respect to TAFE, ACTA is expected to promote consistency throughout Australia in the application of the nomenclature model for TAFE awards (CTEC, 1985b).

A further development is reported by Woods (1986). The Commonwealth Minister for Education has approved in principle the establishment of a single accreditation committee in the ACT to assume the functions currently undertaken by the Commonwealth Institutions Accreditation Committee for Advanced Education (CIACAE) and the ACT Further Education Accreditation Committee (FEAC). The new committee will be responsible for the accreditation of the advanced education and TAFE courses offered by institutions in the ACT and by Commonwealth special purpose institutions.

The establishment of a single committee will improve co-operation with ACTA and will advance cross-sectoral transfer in tertiary education.

1.6 ROLE OF THE LINK RESEARCHERS

A group of link researchers (one in each State and in the ACT) worked in collecting survey data by telephone and visits, researching and writing case studies in the different States and the ACT and reading and commenting on the draft document.

They have flagged other issues which may arise as a result of analysis of the information received. These have been included in the text where the relevant topic is discussed.

1.7 THE STRUCTURE OF THE REPORT

Chapter 2 is a review of current Australian literature. It highlights the growing awareness within the tertiary sector of the need for rationalisation of the provision of tertiary education.

The report by Parkinson (1985) is the starting point and the ideas are developed through reference to a number of subsequent papers which have addressed the topic of cross-sectoral transfer. The NITE concept and research initiatives of the CTEC as well as the views of the Australian Education Council (AEC), the Australian Conference of TAFE Directors (ACTD), the Australian Vice-Chancellor's Committee (AVCC) and others are summarised.

Chapter 3 outlines the methodology. The survey instruments are discussed, together with the management of the project.

In Chapter 4 the articulation policies of and the provision for transfer from TAFE courses to higher education by higher education and TAFE institutions are discussed. The issues which arose in the answers to the questionnaire (both stated and implied) are analysed.

Chapter 5 considers the provisions which exist to inform and encourage students to transfer from TAFE to higher education. It includes an analysis of all the issues which came up in the answers to the questionnaire - efforts, experiments, successes, problems and difficulties, general comments and attitudes.

Chapter 6 considers the actual success rate of TAFE students who have transferred to higher education institutions.

Chapter 7 considers the nature of the advice given to TAFE students seeking to transfer to higher education institutions.

In Chapter 8 the problems caused for individual TAFE students by current practices are discussed and some solutions are suggested.

The national picture in commerce and engineering is detailed in Chapter 9.

In Chapter 10, the major case studies are presented.

The following topics constitute the major case studies. The intention is to give a cross-section of the national picture

NSW - NSWIT/Ryde Urban Horticulture cooperative program;

VIC - The Western Institute - the provision of post-secondary education in the western suburbs of Melbourne;

WA - Contracting of programs in WA;

SA - Music - articulation across three sectors;

ACT - the National Institute of Tertiary Education (NITE);

QLD - Bridging courses in Queensland;

TAS - The attitudes and roles of professional associations, public utilities and large industry to and in cross-sectoral transfer.

In Chapter 11 the issues which arise from the research are discussed and the recommendations are set out.

CHAPTER TWO: CURRENT INTEREST AND ISSUES IN CROSS-SECTORAL TRANSFER

2.1 CURRENT INTEREST IN CROSS-SECTORAL TRANSFER

An essential question is whether there is sufficient public interest in cross-sectoral transfer to justify concern by educational providers. Certainly in public debates on education, the subject seems to receive very little, if any, attention. Yet the fact that between 1980 and 1983, over 15000 students with a TAFE qualification as their previous qualification entered higher education institutions (Table 1) suggests that the subject is of more than passing interest to a large number of TAFE students even though they make up less than 4% of the total entry to higher education (CTEC, 1985c). These transfers, it must be noted, have occurred in an environment where there is very little encouragement and, even less publicity.

TABLE 1

Total numbers and percentages of students with a TAFE qualification entering higher-education institutions 1980-1983 by type of institution

YEAR	1980		1981		1982		1983		TOTAL	
TYPE OF INSTITUTION	Number	%	Number	%	Number	%	Number	%	Number	%
universities	1017	2.46	1051	2.70	962	2.40	1048	2.60	4078	2.50
central institutes of technology	820	4.98	675	3.92	686	4.25	488	2.97	2669	4.03
other colleges of advanced education	1987	4.40	2092	4.09	2466	4.96	2214	4.23	8759	4.33
	3824	3.57	3818	3.48	4114	3.86	3750	3.43	15506	3.59

(Parkinson, 1985)

Therefore, it might be asked, if there were sufficient information available to potential students of the opportunities available, would the information itself be likely to generate its own demand? For example, experience in the United States, where easy access to information about the opportunities does exist, shows that comparable demand also exists (Johnson, 1977). In fact, Grant (1986) reported that a study in the United States showed that 37% of students entering community colleges wished to transfer to degree work.

In contrast to the lack of consideration of the subject in public debate, there has been considerable interest expressed in many recent educational reports. This interest suggests that, politically, cross-sectoral transfer is assuming increasing importance.

This interest by educationists in cross-sectoral transfer is summed up in a recent article in The Australian (Howard, 1986) in which Professor Dale Hayes of the University of Nebraska is quoted as saying that a transfer system to move from TAFE colleges to CAEs and on to universities would enrich Australian education greatly. Hayes went on to say that exchange between the sectors would provide advantages not only to TAFE students but to university students who could then complement their law, economics and arts degrees with computer, business or secretarial diplomas thereby improving their skills base and work mobility (see Section 1.3).

While there might be some resistance to transfer programs from more conservative elements, such programs would force universities, CAEs and TAFE college to reassess their roles and admission procedures.

One of the earliest expressions of concern on the topic came from the Committee of Inquiry into Education and Training (Williams, 1979) which recommended that State Authorities should make provision for the granting of awards on the basis of credits earned in more than one institution (V1, p. 275). However, most interest has been within the last two years. For example, the report of the working party on credit transfer of the Western Australian Post-Secondary Education Commission (WAPSEC) (de Laeter, 1984) stated:

> The design of recurrent education across the sectors by providing skilled and para- professional workers (opportunities) to build upon their experience and TAFE qualifications should be an important function of the post-secondary system (p.3).

In its report for the 1985-87 triennium, the Commonwealth Tertiary Education Commission (CTEC 1984a) accepted the advice of its Advanced Education Council (CTEC, 1984b) in putting forward the concept of two-tier courses. Out of five options, the Council recommended and the Commission accepted the development of courses in two segments:

- a two year multi-vocational course leading, in some cases, to an associate diploma award;
- concluding years of an existing degree or diploma program with a specific vocational orientation.

  (ACTD, 1985) preferred to call these courses articulated programmes.)

The Commission recommended the expansion of transfer arrangements within which students could undertake the first one or two years of a specialist course at an outer metropolitan institution and then transfer to an institution offering the specialist courses. The similarity between this recommendation and the practice of community colleges in the United States providing transfer courses to universities should be noted.

The advantages of such two-tier courses in articulated programs were seen as two-fold. They were seen as a means of providing

- multi-vocational studies while deferring vocational specializaton;
- opportunities for students to test their aptitude for higher studies, especially for those students who, at least initially, lack the confidence or educational qualifications necessary to undertake degree level courses.

In most of the discussions on two-tier courses, the possibility of TAFE being one of the tiers was not canvassed. However, in its advice to the Commonwealth Tertiary Education Commission, the Advanced Education Council (CTEC, 1984c) saw the ways in which two-tier courses might be used to combine studies in TAFE and advanced education as needing detailed consideration.

One example of where cross-sectoral two-tier courses are being developed is at the Darwin Institute of Technology (Young, 1985). Serious consideration is being given to formalising a course tiering structure whereby students holding trade certificates are to be given advanced standing in technician/para-professional courses in that subject area.

Although the possibility of two-tier and transfer courses had been raised in 1979, by 1984 no real action on articulation between TAFE and higher education had been taken. In that year, the Board of Studies of the New South Wales Department of TAFE (DTAFE, NSW 1984) was told that articulation between TAFE and higher education courses was less than ideal. At that time, the recommendation of the Williams Committee (see above) had not been accepted by the universities and colleges of advanced education.

In fact, even where technical colleges and colleges of advanced education are under the same administration, little action has been taken to improve articulation. For example, the current policy of the Royal Melbourne Institute of Technology (RMIT) is that there is little opportunity for courses to overlap with TAFE programs sufficiently to allow transfer of students with advanced standing (Hartwell, 1985).

Accordingly, the Board of Studies agreed in principle to an investigation of how TAFE and college of advanced education courses might be articulated better. The Board considered that consideration should be given to conversion courses and contracting arrangements.

From late 1984 and into 1985, a plethora of committees and working parties has been set to work on the question of cross-sectoral transfer.

2.1.1 Joint working party on transfer of credit

A joint working party of the AVCC and the Australian Committee of Directors and Principals in Advanced Education (ACDP) was set up in August 1984 to investigate the effect of institutional policies of credit transfer on the mobility of students between universities and colleges of advanced education.

Although transfer from TAFE was, to a large extent, outside the terms of reference of study, the working party noted the comment of Hudson (1985a) in his review of the structure of the CTEC:

> I ask the question why should the student have to start all over again if he/she wishes to transfer from a TAFE College to CAE or university, or wishes to upgrade a TAFE award at a CAE or university (para 4.4, p.32).

The working party (Hambly and Scott, undated) noted that on the grounds of equity and participation, transfer of credit should be encouraged, where educationally appropriate, to promote opportunity for the disadvantaged, to meet problems of students arising from their geographical location and to give students opportunities to adjust their career aspirations.

2.1.2 Advanced education council working party on course related matters

In its advice to CTEC in August 1984 (CTEC, 1984c), the Advanced Education Council noted the difficulties and complexities in two-tier and transfer courses and established a working party to be chaired by the Chairman of the Council.

The working party was to focus on

- transfer courses;
- two-tier courses.

At the time of writing, the working party had not brought down a report, but it had identified a number of reasons for interest in better cross-sectoral arrangements (Young, 1985).

- Students leaving school prior to matriculation have the opportunity to reach this level and to gain some advanced standing in further tertiary level studies. This was seen as an attractive option for students who lack confidence in their ability to undertake higher level studies or to question the relevance of such study in isolation from participation in the workforce.

- Most TAFE courses can be undertaken on a part-time basis and frequently in conjunction with paid employment. This could be an attractive option for students who cannot afford, or do not wish, to undertake full-time study.

- There is a greater opportunity to undertake study in TAFE colleges without moving away from a supportive home or local environment.

2.1.3 Australian Education Council working party on the structure of post-secondary education

The AEC at its 49th meeting in January 1985 decided to review tertiary structures and relationships (AEC, 1985). It established a working party to recommend to the Council on

- the manner and extent to which inter-sectoral boundaries inhibit the effective development of post-secondary education to maximise the potential educational development of students;
- possible changes which could overcome any difficulties identified in investigating the above;
- the desirability of greater student mobility between the sectors and the means by which this might be effected.

The working party has reported, but its report is not available. However, some sense of the way the wind is blowing can be deduced from the address by Hugh Hudson, the Chairman of the working party at a recent conference on the changing context of TAFE.

Hudson (1986) made the following points on the need for better articulation between the sectors

- There is a need for a multi-sectoral approach when the large number of non-metropolitan communities which are under-serviced in terms of tertiary education services is considered.
- There is a need for a comprehensive and consistent policy towards the granting of admission and status to the holders of TAFE qualifications based on the recognition of the TAFE qualification.
- Major TAFE colleges need the flexibility
  - to negotiate credit for TAFE studies for students wishing to enter other institutions;
  - to enter into agreements covering resources and other academic matters with local institutions.

At its 53rd meeting, the AEC noted that rigid adherence to sectoral boundaries inhibits the effective and efficient development of post-secondary education and the ability of post-secondary education to maximise the potential educational development of students. Appropriate solutions lay in a more flexible approach to the functions of particular institutions, improvement of cross-credit arrangements for entry and standing and improved articulation between existing sectors. The Council supported the desirability of guidelines on institutional admissions and credit arrangements applying in cross-sectoral transfers (AEC, 1986).

2.1.4 The Australian Conference of TAFE Directors

At its March 1985 conference, the attention of the ACTD (1985a) was drawn to the fact that there were a number of recent developments which would indicate that it may be useful and timely to discuss the potential for inter-sectoral arrangements.

In particular their attention was drawn to

- the recent Victorian proposal to develop colleges which would provide both TAFE and advanced education courses;
- the Commonwealth support for the Advanced Education Council and state authorities to promote further development and expansion of two-tier courses;
- the Commonwealth emphasis on participation and equity which would increase access to higher education.

It was suggested to the conference that it might wish to discuss a number of points with a view to developing a policy statement on two-tier courses.

The points included

- whether the idea of inter-sectoral arrangements for two-tier courses is generally feasible throughout Australia;
- the possibility of the Commonwealth supporting the TAFE component of inter-sectoral two-tier courses;
- consideration of which fields of study and levels of courses might be suitable.

Accordingly, the conference agreed to establish a small working party to develop a paper which would explore alternative models for articulated programs having regard to

- co-ordinated planning of courses between sectors;
- credit and credentials for the first stage (or tier).

The working party, under the chairmanship of Dr Allan Pattison, Director-General of TAFE in New South Wales (Pattison, 1985), has prepared a paper. In that paper, the working party considered the justification for the study which it undertook.

It saw that better articulation would assist in overcoming social and economic inequities by improving the under-representation of young people from lower-income families whose parents have only limited education.

It was claimed that '. . . the current organisation and practice in post-secondary education perpetuates the current social stratification in society' (p.2), and, if it is true that '. . . educational attainment is a major determinant of career and social mobility, it is important that there is the opportunity for mobility within post-secondary education to enable those who initially commence their post-secondary education within TAFE, to progress to advanced education or universities if they have the motivation and ability to attain higher awards' (p.2).

It was pointed out that '. . . many people who commenced their career at the skilled or para-professional levels have the ability, motivation and breadth of work experience to gain higher education qualifications and to be effective performers at the professional and senior management levels' (p.2). The working party maintained that '. . . educational institutions need to provide such workers with opportunities to build upon their experience and TAFE qualifications in the pursuit of higher education qualifications' (p.2).

Educational credentials have been increasingly important because they influence much of the external workings of the education system and society. Social and occupational mobility are increased by gaining credentials and are inhibited by barriers which prevent individuals from progressing from one credential to another.

The report concluded:

> If articulation of programs is to occur in Australia, it is important that the value of articulation is recognised as an important objective of all TAFE courses and that TAFE at all organisational levels across Australia develop consultative mechanisms with higher education institutions. The aim of such consultation should be to establish greater understanding between institutions with a view to developing agreements for credit and transfer arrangements which may allow students to progress from one institution to another with minimum of duplication of study (p.7).

The report was received favourably and adopted by the ACTD (Fricker, 1986).

2.1.5 Review of Structure of CTEC

Hudson (1985a), in his review of the structure of the CTEC, asserted that the objectives of the Commonwealth Government to increase participation and greater equity would be difficult to achieve through the then complex and cumbersome system of tertiary education administration. He saw that a much greater degree of inter-sectoral co-operation and co-ordination than was the case in the past, or was possible through the then existing quagmire of authorities and consultations, would be required.

The traditional, basically sectoral approach had meant that the CTEC and its constituent councils had tended to neglect the most important area of all, viz: the links between TAFE and higher education. In terms of increasing the education of young people in areas of vocational relevance, the development of these links was seen to be particularly important.

A key task of the CTEC was perceived to be the breaking down of those sectoral barriers which inhibit access to courses and the progress of students. Hudson recommended that the CTEC Act be amended to extend the functions of the CTEC to include the promotion of cross-sectoral development.

2.1.6 Ministerial committee to review the structure of higher education in Western Sydney

This committee was established in July 1985 to review the higher education needs of the Western Sydney region and the potential of existing institutions to contribute more to the facilities available in Western Sydney.

The report (Parry, 1985) noted that Lourens, (1985) had stated that one of the most pressing policy questions for higher education institutions was how to adapt their role at the TAFE/higher education interface.

The Parry Committee looked at a number of proposals which have been suggested to answer this policy question.

- The replacement of the present binary system of higher education by a three-tier system of vocational colleges, liberal studies colleges and universities and institutes. Under this proposal, the vocational colleges would take over the work of the present TAFE sector and some of the advanced education sector and have the greatest number of enrolments.

- A three-tier framework should replace the present binary system. It would include comprehensive community colleges with a general education intent. These would provide entry to tertiary colleges.

The committee noted that Parkinson, (1985) had reported on the lack of systematic articulation between advanced education and TAFE. It regarded as a matter of great importance the quick introduction of mechanisms which would give an assurance that successful completion of a TAFE certificate or an associate diploma course would provide access, with recognised advanced standing, to relevant higher education courses. The assurance of access and appropriate advanced standing would provide encouragement for able students to proceed from TAFE to higher education with all its career benefits.

There should be an explicit injunction upon higher education institutions to create an expectation that a significant proportion of their entrants should come from TAFE.

The committee saw these as basic developments in genuine cross-sectoral arrangements and as a valuable means of facilitating an improvement in higher education provision in Western Sydney.

The CTEC (1985a) in commenting on the report of the ministerial committee noted that it was conscious of the considerable expansion of TAFE facilities in the area already and of the major new developments proposed. It considered that improved co-operation and co-ordination between the sectors and the development of cross-sectoral facilities to be highly appropriate in the circumstances in Western Sydney.

2.1.7 Review of the TAFE sector

In August 1985, the Commonwealth Minister for Education announced that the government had decided that the time was appropriate for it to examine current policies and practices in TAFE and to plan for the future (Ryan, 1985).

The Commonwealth Government decided that a wide-ranging review of TAFE should be undertaken to examine (inter alia):

> . . . the appropriate role for the Commonwealth in TAFE funding and policy development with particular attention to links with other education sectors and the potential for cross-sectoral co-operation and developments (Ryan, 1985, p.8).

On 26 August 1985, the Minister for Education established a committee under the CTEC Act 1977. It comprised the Chairman of the CTEC, representatives of the TAFE Council (TAFEC), a nominee of the Minister for Employment and Industrial Relations and two members from State authorities. The report was published in March 1986 (CTEC, 1986b).

The committee noted that the Commonwealth Government had accepted the recommendation of Hudson (1985a) (Section 2.1.5) to amend the CTEC Act to include among its functions the promotion of cross-sectoral developments. This latter was seen as a principal objective which the Commonwealth should be pursuing through TAFE.

2.1.8 A report on transfer and articulation in the United States

As a consequence of a visit to the United States and Canada, the secretary of TAFEC saw a number of lessons for Australian post-secondary education in the American experience. He suggested (Grant, 1986) that

- all institutions (both higher education and TAFE) must accept that transfer is a key component of their mission;
- institutions must collaborate on course development--it will be insufficient to look only for credits in existing courses;
- the interests of those who do not wish to transfer must be preserved--the tail must not wag the dog;
- transfer services must be available to students;
- investigations must be conducted into the kinds of transfers that people want most - it is insufficient simply to affirm that transfer arrangements are desirable.

2.1.9 Study of cross-sectoral transfer from TAFE to higher education in Western Australia

In the cases of both the school-leaver transferring to a TAFE course and the mature-age person returning to study in a TAFE college, the possibility of embarking eventually on a higher education course should be recognised. For this to be a realistic option, it is essential that TAFE programs be recognised for admission to higher education institutions (Bardsley and Gallagher, 1986).

If the above is accepted, there needs to be a closer examination of the links between TAFE colleges and higher education institutions. Bardsley and Gallagher have therefore undertaken a project to

- investigate the higher education aspirations of the 1985 TAFE Diploma students and the opportunities available to them;

- survey the 1986 higher education applicants who have WA technical qualifications in order to identify barriers to cross-sectoral transfer and to assess student satisfaction and progress.

2.1.10 Current interest in cross-sectoral transfer in summary

Hudson (1985a) sums up current interest in cross-sectoral transfer thus.

- Better articulation of courses offers students improved opportunities for progress, a wider range of course options and ultimately a wide range of employment opportunities.

- Existing sectoral boundaries should not be allowed to inhibit the provision of enhanced opportunities for studies or the development of more effective arrangements for the use of tertiary education resources.

The CTEC in its recommendations for 1986 (CTEC, 1985a) acknowledged that it was well aware of the objections to, or difficulties with, cross-sectoral transfer and recognised that cross-sectoral arrangements may not be appropriate in every circumstance. It considered, however, that existing sectoral boundaries should not be allowed to inhibit the provision of enhanced opportunities for students or the development of more effective arrangements for the use of tertiary education resources.

2.2 PROVISION OF INFORMATION ON OPTIONAL QUALIFICATIONS FOR ENTRY AND TRANSFER OF CREDIT

It is of very little value for policies on cross-sectoral transfer to exist and yet not be easily available to the student.

As Gibb (1979) said:

> The student, his parents and his teachers or other advisors need to know what the admission policies to particular courses are, in detail, and they need to know what admission levels have been in recent years and are likely to be in the year of concern. Further, it can certainly be argued that publicly funded institutions have an obligation to make public such critical information (p.4-5).

This view has been reiterated by a number of commentators with, it would appear, little effect, at least until now.

The report to WAPSEC of the working party on credit transfer (de Laeter, 1984) pointed to the lack of information available to students regarding prospects for transfer between the sectors. This was seen to be a particular disadvantage to TAFE students who may lack confidence in negotiating recognition of their past studies with higher education for both entry and credit.

The working party saw the need for initiatives to improve the quality of advice and information given to students about the potential to transfer between courses. Institutions should review their handbooks and examine how the procedures of application for credit transfer can be publicised better. In addition, counselling staff at institutions should be made aware of such opportunities.

The Advanced Education Council (CTEC, 1984b, 1984c) has commented on the need for adequate information on credit transfer in successive reports.

In the first report, it noted that although transfer of credit towards a degree from one institution to another is accepted practice in many universities, generally speaking, insufficient publicity is given to it. More prominent mention of the opportunities should be made in calendars and handbooks.

In the second, it noted that, wherever possible, the pathway from the point of admission to a TAFE course to the possible exit from an advanced education course should be clear to students. Admission criteria based on TAFE achievements and credit for work done in TAFE should be known.

The TAFE Council, in putting its views on the structure of post-secondary education to the AEC working party (TAFEC, 1985), noted that students and potential students lack information which would allow them to assess the study options which might be available to them.

The TAFE Council maintained that there was need for accessible and publicised information in relation to all institutions about entry requirements, granting of status and articulation arrangements.

The current situation is summed up very well by Hudson (1986). He stated that even where opportunities for transfer of credit and granting of status exist, students and potential students often lack the information which would allow them to assess the options which might be available to them. In these circumstances, some students may do inappropriate or unnecessary study, therefore wasting their own time and valuable institutional resources while some potential students may be discouraged to the point of deciding not to undertake further study.

There is enough argument to convince most observers that the development of articulation arrangements needs to be backed up by adequate information systems about admission conditions, granting of status and articulation agreements in relation to all institutions. The problem is that very little has been done as yet.

Parkinson (1985) recommended the establishment of an admissions and credit transfer clearinghouse. The CTEC (Hudson 1985) noted that the Australian Committee on Tertiary Awards (ACTA) has an information function in respect to the awards which it registers and suggested that it might be desirable to extend that function to cover credit arrangement. This paper recommends a feasibility study into the setting up of an Australian Tertiary Counselling and Credit Transfer Information Service (Section 11.2).

2.3 CURRENT POLICIES ON CROSS-SECTORAL TRANSFER

2.3.1 Articulation policies

Parkinson (1985) reported that there is a long way to go before anything approaching formal and general policies on cross-sectoral transfer are likely to be developed and that it is a matter of opinion whether such policies are needed.

The WAPSEC working party report on credit transfer (de Laeter, 1984) concluded that the credit transfer arrangements currently operating in Western Australia reflect a genuine concern for student needs. There is a desire among institution staff to effect improvements that will bring even greater opportunities for students wishing to transfer credits between institutions or to undertake concurrent study at more than one institution.

The working party concluded that the formulation of policy on credit transfer lies squarely with the institutions and that little would be gained from attempting to enforce policy change. It maintained that lasting improvement in credit arrangements will be achieved only by improving the understanding and knowledge of those persons whose task it is to implement transfer policy. Towards that end, all institutions of higher education were asked to consult with the Technical Education Division in Western Australia and other TAFE providers to review existing credit policies critically. Even so, an outside observer might ask what is the value of understanding and knowledge, when there is no mechanism by which transfer can be effected.

In his speech to the conference on the changing context of TAFE, Hudson (1986) noted that there were many examples of arrangements - both formal and informal - which have been negotiated by both state departments of TAFE and TAFE colleges with individual higher education institutions for the transfer of credit and the granting of status. Similarly, individual students sometimes are able to negotiate their own credit arrangements with higher education institutions. However, such negotiations often occur as a result of special efforts by concerned staff, and there is no consistency or system in the arrangements.

Hudson (1986) agreed with the WAPSEC working party that study agreements should be negotiated on a voluntary basis with institutions which have accepted that facilitating credit transfers would be in their own interests. However, he would not leave it at that. He maintained that, if significant improvement does not take place on a voluntary basis, governments may have to consider stronger action. This could even extend to requiring a transfer mechanism to be established.

The working party of the ACTD on articulation of programs (Pattison, 1985) summed up the policies of TAFE on articulation thus:

> TAFE in Australia has a strong commitment to the concept of articulation of programmes between TAFE and other sectors of education;
>
> TAFE considers that the main objective of articulating programmes should be to establish less arduous career paths for students involving minimum duplication of study and maximum credit and recognition for previous study;
>
> Articulation should occur within existing structures of education to enable students to benefit from the special focus and strengths of each sector;

Articulation of programmes is a critical and essential component of lifelong or recurrent education.

2.3.2 Course co-operation between and within institutions

The CTEC in its recommendations on the guidelines for the 1985-87 triennium (CTEC 1984a) stated that the most effective way of increasing educational opportunity was for greater effort to be made by institutions in developing feeder and crediting arrangements with other institutions.

Hudson (1985a), in his review of the structure of the CTEC, took the concept of co-operation between institutions even further with a proposal for institutes of tertiary education in outer metropolitan areas. These institutes would be responsible for fostering co-operation among existing campuses in course credits, transfer courses and two-tier courses. The CTEC Act was amended in 1986 to allow the Commission to enquire into, and furnish information and advice on, institutes of tertiary education (CTEC Amendment Act, 1986).

Hudson expanded on this concept in his keynote address at the 1985 Annual Conference of the Australian Institute of Tertiary Educational Administrators (AITEA) (Hudson, 1985c). He noted that there are some 20 stand-alone universities and colleges of advanced education located in regional centres in Australia, while there are over 110 TAFE colleges outside of the capital cities. It is clear that there are situations where a number of higher education services can be provided in a regional area only if those services are provided by arrangement through a TAFE college and use the facilities of that college. This concept of contracting is considered in Section 10.3.

The Higher Education Board in New South Wales favours greater co-operation between Nepean College of Advanced Education, Macarthur Institute of Higher Education, technical colleges and the Sydney universities. It favours more use of special transfer courses which can be started at an outer suburb college and then completed at an inner-city university or institute (Garcia, 1985).

Hudson saw a form of tertiary institute as being very relevant in a significant number of regional centres where there is an established TAFE college but an inadequate catchment for a separate higher education facility.

As indicated in Section 2.1.7., as a consequence of the Hudson (1985a) report, the charter of the CTEC was varied to include the function of promoting cross-sectoral developments. The Commission decided to give high priority to this function, both in relation to course provision and in the use of buildings and equipment, especially in outer metropolitan and regional areas where new courses and facilities are being developed. In such areas, it was considered not to be appropriate to develop entirely separate facilities and courses for each sector.

The CTEC considered that the academic content of most courses should be planned so that the student has a continuum of opportunities and is able to progress to the best of his or her abilities without the imposition of artificial barriers. Cross-crediting arrangements should be attuned to the viewpoint of the student and be more, rather than less, liberal when it comes to giving credit (CTEC, 1985a).

2.3.3 Policies and practices of higher education institutions

Sumner and Tranter (1985) investigated the policies and practices of higher education institutions regarding the admission of, and status given to, holders of associate diploma (UG3) awards. They considered that with the establishment of the Australian Council on Tertiary Awards (ACTA), the distinctions between college of advanced education and TAFE associate diplomas will disappear and so the policies of higher education institutions will be germane to the extent that similar higher education and TAFE qualifications will be presented for admissions and status in the future.

They found that 82% of higher education institutions accept UG3 studies as an appropriate means of entry to diploma and degree courses.

This general acceptance was modified in a variety of ways

- entry is restricted to particular fields of study or courses by 44%;

- additional requirements such as matriculation and special entry are required by 36% (usually universities);

- universities and institutes of technology are more likely to restrict entry by field of study than are colleges of advanced education;

- the majority of institutions grant status to UG3 graduates at least sometimes. The policies vary greatly between institutions. Some grant block status, others are more restrictive. In general, college of advanced education policies are less restrictive than those of unversities.

2.3.4 Policies and practices of state tertiary education co-ordinating bodies

These have been investigated also by Sumner and Tranter (1985).

(a) New South Wales

The Higher Education Board has no specific policy. It considers that decisions about advanced standing for UG3 graduates should be treated as sympathetically as possible. It also commends the concept of considering the associate diploma in its entirety as a basis for advanced standing.

In its course development plan for 1985-1989 the Higher Education Board will co-operate actively with the Advanced Education Council of the CTEC in the expansion of transfer arrangements in the higher education and the encouragement of two-tier courses in advanced education (NSWHEB, 1984).

(b) Victoria

The Victorian Post Secondary Education Commission (VPSEC) does not as yet have a policy on cross-sectoral transfer, but it expects that a policy will be developed from its current research project (Section 9.1.4). It is prepared to encourage two-tier courses between advanced education and TAFE. Proposals are being considered currently, but none have been implemented (Mahon, 1986).

Scarfe (1986) reported that the VPSEC Consultative Planning Committee on the provision of post-secondary education in the Western Metropolitan Region of Melbourne (VPSEC, 1986) has recommended the establishment by VPSEC of a outstanding advisory committee (comprising regional and State co-ordinating authorities and post-secondary education institutions) to

- establish formal articulation arrangements across the post-secondary education system in Victoria;

- undertake continuous evaluation of those arrangements;

- recommend amendments as appropriate in the light of such evaluation.

(c) Queensland

The Queensland Board of Advanced Education (QBAE) makes it clear that UG3 graduates cannot expect to obtain substantial credit in UG2 courses. In fact, until recently, the policy of the Board was that UG3 courses should be ends in themselves.

(d) Western Australia

The Western Australian Post Secondary Education Commission (WAPSEC) takes a flexibile attitude. This has not been universally acceptable. Wembley Technical College suggested that:

> A clear policy should be developed by the Western Australian Post Secondary Education Commission (WAPSEC) to develop a mechanism of transfer of TAFE graduates to Western Australian institutions of higher education (Clarke, 1985).

It has encouraged the Western Australian College of Advanced Education (WACAE) to develop two-tier programmes to facilitate inter-sectoral arrangements between TAFE and advanced education.

Sclanders (1986) reported that WAPSEC has recently released a report on the provision of community studies in Western Australia (Mahar, 1985). The working party recommended (inter alia) that:

> the post-secondary institutions and the WA Post Secondary Education Commission work together to achieve improved credit transfer arrangements for community studies students who require
>
> - to transfer between sectors or institutions;
> - to gain credit or exemptions for previous studies undertaken at another institution and/or work experience;
> - to study units at another institution concurrently and obtain credit (p.15).

(e) Australian Capital Territory

The Office of Further Education has arranged with Canberra CAE to grant entry to programs on the basis of successful completion of a certificate level program.

2.4 PROBLEMS ASSOCIATED WITH CROSS-SECTORAL TRANSFER

2.4.1 Selection of transferees for places in higher education

A problem for higher education institutions is the increasing number of routes, including TAFE, by which candidates seek to enter. The Commonwealth Department of Education (CDE) (1986) reported that less than half of those now applying for entry to the University of Melbourne are school leavers relying on an HSC score. About 15% of the total number of students beginning university studies in 1983 had no Year 12 credentials. Every higher education institution must find ways of evaluating applications based on various mixes of post-school credentials, relevant work experience and the like.

Parkinson, (1985) noted that the selection of holders of TAFE qualifications in competition with all these others was to make comparisons between them virtually incomparable.

This problem was referred to by the WAPSEC working party on credit transfer (de Laeter, 1984). The working party noted the dilemma facing institutions in responding to a government policy favouring participation by the young and disadvantaged groups in the community. There is a danger that students seeking to transfer from TAFE might be denied entry because of preference given to other groups of students. The working party noted also that the introduction of two-tier and transfer courses will compound the dilemma.

The working party reported that TAFE authorities in Western Australia question why a student who obtains an initial TAFE qualification should be expected to compete with school leavers for a place in higher education particularly as TAFE students are mature, motivated and disciplined and will fill gaps in knowledge through diligence.

Young (1985), writing in relation to the Advanced Education Council working party on course related matters, said that, for the two-tier arrangement to have credibility, there must be a minimum number of places set aside for suitable applicants who have completed the first tier successfully. She said that this issue should be resolved in the early planning stage.

The problem of trying to compare the incomparable immediately raises its head. Students who have failed to meet the standard entry cut-off point may resent seeing students enter through the alternative pattern. Staff may be resentful if they feel that they are being forced to take lesser quality students through the two-tier arrangement. Young saw this resentment being overcome by reserving specifically funded additional places.

The Advanced Education Council in its advice to CTEC in 1984 (CTEC, 1984b), recognised the inadequacies and inequities of the then existing selection mechanisms for higher education. It advocated the use of a selection mechanism which tests precisely the capacity required, viz: the ability to engage in higher education studies most appropriate to the interest, abilities and aspirations of the student. The Council did not suggest how this might be done, but Parkinson (1985) discussed the possibility of motivation tests.

2.4.2 Co-ordination of the tiers in two-tier courses

The TAFE Council in its submission to the AEC working party on the structure of post-secondary education (TAFEC, 1985) noted that there was little formal planning and consultation designed to promote smooth transition from one level of qualification to another. Students attempting to move between the sectors are subjected to unnecessary difficulty and duplication.

Young (1985) maintained that, simply because courses are in the same or a related discipline, does not mean that they are compatible in terms of intellectual effort or conceptual complexity. This should be overcome in the planning of two-tier courses and, if necessary, additional preparation or assistance provided.

With the increasing pressure to design multi-vocational first-tier courses, it is going to be increasingly difficult to co-ordinate with the second tier to secure maximum advanced standing.

2.4.3 The structure of post-secondary education

Hudson (1985a) in his review of the structure of the CTEC, noted that the existing structure and processes of tertiary education inhibit links between TAFE and higher education. For example, middle-level technician type training has been a battleground between the advanced education and the TAFE sectors with the CTEC funding the advanced education but not the TAFE courses.

Concentration on sectoral boundaries saps energies, causes disruption and achieves very little in terms of identifiable benefits to the community or to students.

2.4.4 Geographical separation of institutions

The TAFE Council (1985) claimed that the physical separation of higher education institutions from TAFE facilities has had an adverse effect on the transition of TAFE students to higher education. The WAPSEC working party (de Laeter, 1984) saw the adverse effects of separation requiring country colleges to seek to establish close links with metropolitan institutions if they wished to provide maximum opportunity for transfer.

It does not appear however, that the converse always is true. There is conflicting evidence on the effect of physical proximity of higher education and TAFE facilities on the transition of TAFE students to higher education.

RMIT has a college of advanced education and a technical college under the same administration, but Hartwell (1985) reported that there is little opportunity for courses to overlap with TAFE programs sufficiently to allow transfer of students with advanced standing.

Nevertheless, RMIT has a special entry scheme for a limited number of eligible students of the RMIT Technical College who have completed a TAFE Certificate (Hartwell, 1985).

Longworth (1986) noted that Swinburne and RMIT are multi-sectoral educational institutions providing education at both the TAFE and advanced education levels. The close proximity of students studying at both levels should facilitate cross-sectoral transfer between these levels. However, Longworth reported that there are barriers to this transfer both in terms of curriculum content and in subject choice. He has set up a study to identify these barriers and to examine ways in which they may be overcome by bridging courses, concurrent specialist subjects or by changing the content of courses with the objective of setting up a model to encourage transfer from TAFE to advanced education in engineering.

Even if, as Longworth has said, these barriers do exist, the situation at RMIT and Swinburne is better than most. (Hudson (1985c) commented that, although less than 4% of those who commence higher education do so having obtained already a TAFE qualification (see Section 11.4.4), the figure at RMIT and Swinburne is over 10%.

Moreover, the Swinburne College of TAFE appears to be fairly well satisfied with the existing situation:

> Although many TAFE students believe they should gain a greater transfer of credit for their TAFE studies, it is our opinion that this is not a major problem. Indeed in the faculty of Business, the transfer of credit is fairly generous and in future years, this may need to be reduced. We have found that SIT faculties are willing to consider transfer of credit from TAFE courses and provided these, where they are convinced that there is a sufficient overlap of subject matter and where the subject has been studied at the same level. The facts are that this equivalence does not exist in many cases and in almost all situations the TAFE studies cannot be claimed to be equivalent to the degree studies and therefore there is no expectation in TAFE that there will be a great extension of the course credit arrangements that are now available (MacDonald, 1985).

It will be interesting to see if Longworth confirms this observation.

The Whyalla College of TAFE which adjoins the Whyalla campus at the South Australian Institute of Technology (SAIT) has stated that the two institutions have a regular liaison.

- Whyalla College of TAFE offers science and mathematics for technicians on behalf of SAIT Whyalla.
- TAFE students who complete the Business Studies Certificate (Accounting) receive eight credits towards the Degree in Accounting at SAIT.

There is an agreement which sets the guidelines for the offerings of each institution (McFarlane and Rosenberg, 1985).

In New South Wales, the Campbelltown campus of the MacArthur Institute of Advanced Education and the campus of the Campbelltown College of TAFE are adjacent. The possibility of co-operation between the two institutions is being examined.

Further, the new Lidcombe College of TAFE is to be built on the same campus as Cumberland College of Health Sciences and the Werrington College of TAFE near the Kingswood campus of the Nepean CAE. The Parry Committee (1985) understood that there had been no co-ordinated planning between the advanced education and TAFE sectors for future course development at these two new institutions. The committee considered that such planning was essential to improve and co-ordinate the delivery of educational services within the region.

It has been proposed that the Hawkesbury Agricultural College will become part of a new State University of New South Wales. The idea has been floated that TAFE might establish an access centre on the Hawkesbury campus.

In Geelong, in Victoria, Deakin University and the Gordon Technical College have a very close relationship to the extent that the University has been prepared to accept TAFE qualifications for entrance while it will not accept qualifications from other technical colleges (Pritchard, 1985).

2.4.5 The limited and arbitrary nature of credit transfer

De Laeter (1984) noted that it seemed to be accepted in Western Australia that the academic component of a TAFE award should be carried forward to a higher education course. However, it is claimed that there are difficulties in actually identifying the academic components which should receive credit and in determining the extent to which some of the vocational elements of TAFE courses might receive recognition for credit purposes. He concluded that the TAFE student is given meagre credit or advanced standing for previous studies and work experience.

The TAFE Council (1985) saw the issue of credit transfer as one of prime concern. It stated that each sector of post-secondary education is reluctant to recognise or give status for courses or units completed in other sectors. Of particular concern to it was the lack of credit given to graduates of TAFE middle-level course.

In 1984, 245,216 students (i.e. 30% of the TAFE effort) were enrolled in TAFE Stream 2 courses (CTEC, 1985c). Graduates of these courses have completed usually several years of part-time study and have, in addition, gained relevant skills and knowledge through work experience and training in industry and commerce. Inadequate credit is being given by higher education institutions to such students.

TAFEC concluded that systematic arrangements for credit transfer are few. This results in waste of time and of scarce institutional resources. In fact, the generally arbitrary and inconsistent nature of existing credit transfer arrangements raises questions of equity in the treatment given to students.

2.4.6 Lack of specificity of institutions on credit transfer

The WAPSEC working party on credit transfer (de Laeter, 1984) expressed concern at the reluctance of institutions to list specific exemptions which will be granted on the basis of study elsewhere.

2.4.7 Effort to assess applications for credit transfer

The WAPSEC working party reported that concern had been expressed to it on the amount of effort required to assess student applications for exemption or advanced standing. It was considered that the process could be improved if sending institutions provided a statement of the objectives and contents of courses and subjects within courses as an attachment to academic records.

2.4.8 Unavailability of tertiary education assistance scheme (TEAS) allowances

The WAPSEC working party pointed out that benefits are not paid for any repeated study whether the TEAS allowance was received in the first course or not. TEAS regulations facilitate transfer between TAFE and higher education without penalty to the student, provided full credit is granted.

The large scale development of two-tier courses will depend on whether TEAS allowances are available to students in both tiers (CTEC, 1984b).

2.4.9 Staff attitudes

De Laeter (1984) summed up the situation. Ultimately, the effectiveness of credit transfer arrangements rests firmly in the commitment of institutions and their staff.

2.5 A NEW ISSUE--INSTITUTES OF TERTIARY (POST-SECONDARY) EDUCATION

Hudson (1985a) in his review of the structure of the CTEC introduced the concept of the institute of tertiary education. A working party was set up in December 1984 to recommend on co-ordinating the provision of advanced and technical and further education activities in the ACT. In its report, (Hudson 1985b), the working party defines an institute of tertiary education as:

> An Institute of Tertiary Education is an association of institutions which collaborate within the framework of the Institute in order to offer to students the opportunities to study at a range of levels from non-award courses through certificate, diploma and bachelor's degree to post-graduate study, with appropriate opportunity for transfer from one level to another, or from one campus to another, with appropriate credit for previous studies (p.1).

There is a number of unsatisfactory aspects in the arrangements for ACT tertiary education including limited arrangements to facilitate the movement of students between sectors and the transfer of credits between institutions. Hence, in the period 1980-83, only 576 students out of a total commencing enrolment of 15,724 entered higher education from TAFE (Parkinson 1985, Tables G2, H1). Considering almost 65% of all secondary school entrants in the ACT complete year 12 (ABS, 1986), this figure is particularly disappointing.

Hudson (1985a) proposed a National Institute of Tertiary Education (NITE) which would link institutions of various types and levels within an integrated framework. This would provide opportunities for articulation between courses and shared use of resources.

Parallel to the development of NITE is the proposed West Melbourne Institute of Post-Secondary Education. This represents another initiative in breaking down the barriers between the sectors within an institutional framework.

The development of NITE and of the West Melbourne Institute are the subjects of case studies of Chapter 10 (Section 10.2 and 10.5)

2.6 THE MOST IMPORTANT ISSUES

The ACTD working party on the articulation of programs (Pattison, 1985) summed up what it saw as the most important issues. It said:

> If articulation of programmes is to occur in Australia, it is important that the value of articulation is recognised as an objective of all TAFE courses and that TAFE, at all organisational levels across Australia, develop consultative mechanisms with higher education institutions. The aim of such consultations should be to establish greater understanding between institutions with a view to developing agreements for credit and transfer arrangements which may allow students to progress from one institution to another with minimum duplication of study (pp.6-7).

2.7 THE RECOMMENDATIONS ARISING FROM CURRENT REPORTS

2.7.1 Credit transfer (admissions and status)

(a) There is a need for students to be aware of transfer and credit arrangements so that they can plan their career paths (Pattison, 1985).

(b) Student experience, skills, motivations and potential rather than 'clinical' checking of subject content should be recognised when assessing credit and transfer arrangements. Overly specific definition of credit arrangements can form another barrier to access (Pattison, 1985).

(c) There should be general acknowledgement of the principle that credits granted should be substantial in order to provide incentives (Pattison, 1985).

(d) The key role of identifying how existing credit transfer could be improved should be undertaken by discipline based working parties with membership drawn from the institutions and other groups such as employers (de Laeter, 1984).

(e) Higher education authorities and institutions should accept a comprehensive and consistent policy on the granting of admission and status to the holders of TAFE qualifications (TAFEC, 1985).

2.7.2 Articulation

(f) There is a need for formal agreements between institutions to ensure continuity of articulation arrangements (Pattison, 1985).

(g) Consultation between institutions should begin at the top level of administration (Pattison, 1985).

(h) Co-operative curriculum development and resource sharing should be encouraged in order to facilitate articulation of programmes between institutions (Pattison, 1985).

(j) Courses should be structured so that students are given the opportunity to progress from a TAFE level qualification to a higher degree (de Laeter, 1984).

(k) Each state TAFE authority should endeavour to develop voluntary articulation agreements with higher education institutions (CTEC, 1985).

(m) The structure and operation of the CTEC should be changed to promote inter-sectoral co-operation and co-ordination, particularly in outer metropolitan and regional centres (Hudson, 1985a).

2.7.3 Information

(n) An adequate information system about admission conditions, granting of status and articulation agreements in relation to all institutions should be developed (TAFEC, 1985).

(p) A centre (or contact points), the function of which would be to provide information and counselling on credit transfer matters should be developed (TAFEC, 1985).

2.7.4 Two-tier courses

(q) TEAS regulations should be varied to enable students to undertake two-tier and transfer courses without loss of TEAS benefits (de Laeter, 1984).

(r) In two-tier courses

- each tier should have its own identity leading to an approved award;
- the tiers might be in one institution or be accommodated across the range of TAFE, college of advanced education and university (Young, 1985).

3.1 QUESTIONNAIRE FOR TAFE COLLEGES

3.1.1 The distribution and return of the questionnaire

A questionnaire, together with a covering letter (Appendix B), was sent to 223 TAFE colleges. Ninety-eight were returned, and of these, eleven were considered irrelevant to the study. Reasons for their irrelevancy ranged from the respondent college being a small mono-purpose college providing tuition only in such subjects as hairdressing and beauty care, having a program only of recreational and leisure interest activities, to loss of independent identity due to amalgamation. As a result of this culling, eighty-seven survey returns (i.e. 39%) were considered useful. Table 2 indicates on a state/territory basis

- the number of survey forms sent;
- the number returned;
- the number discarded;
- the number of useful returns.

TABLE 2
Number of questionnaires for TAFE colleges sent, received and discarded by state and territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
Number sent	98	40	29	22	17	8	5	4	223
Number received	31	12	19	15	11	7	2	1	98
Response Rate (%)	31	30	66	68	65	88	40	25	44
Number discarded	1	3	3	-	-	4	-	-	11
Useful returns	30	9	16	15	11	3	2	1	87
Percentage	30.9	22.5	55.2	68.2	64.7	37.5	40.0	25.0	39.0

There were less useful returns from Queensland and New South Wales than from the other states. After this table was prepared, a return was received from Bruce College of TAFE in the ACT.

With regard to New South Wales, Tennant (1986) reported that it came through clearly on all the follow-ups which he did, that TAFE college principals, considered that the question of cross-sectoral transfer between TAFE and institutions of higher education was the responsibility of heads of schools[1] and not of TAFE principals. As the New South Wales TAFE curriculum system is highly centralised, this response is understandable.

A lesser reason was that many college principals considered that entry, exemption and transfer of credit were much more a matter for higher education institutions than for TAFE colleges. One comment was that higher education institutions held the whiphand and there was little TAFE could do.

3.1.2 The nature of the questionnaire for TAFE colleges

The questionnaire consisted of a set of open-ended questions designed to elicit specific information on issues considered to be of interest. Because terms are often used differently, key words were defined for the sake of consistency. The definitions used will be found in the questionnaire (Appendix B).

(a) Provisions for transfer from TAFE to higher education.

In Question 1 respondents were asked what provisions presently exist to enable students to transfer from TAFE courses into higher education. They were asked to give examples, from all schools of their college, of

i) college policy and policy directions;
ii) agreements negotiated with CAEs, institutes of technology and universities;
iii) link, bridging or feeder courses run by their institution for students seeking access to higher education;
iv) other initiatives.

The answers to this question are analysed in Chapter 4.

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[1] TAFE teaching schools in New South Wales are not located at a single site. Courses from teaching schools can be run at any one of the 98 TAFE colleges in the state. The schools provide an organisational structure (similar to a university faculty) for a variety of related courses. The heads of schools are responsible for the development and statewide operation of courses in his or her school (Cavalier, 1985).

(b) Provisions which exist to inform and encourage students from TAFE colleges to transfer from TAFE courses into higher education courses.

In Question 2 colleges were asked to give information on the above, to include information from all schools and to list specific examples of

- i) college policy and policy directions;
- ii) formal information given to students through courses, lectures, brochures, etc.;
- iii) handbooks, calendars of higher education institutions made available to students;
- iv) school initiatives;
- v) individual initiatives;
- vi) student counselling;
- vii) communication with colleges of advanced education, institutes of technology or universities.

A three-way analysis of variance of the responses to the parts of this question and for the parts taken together for each of the independent variables of state, size of college and its location with regard to institutions of higher education was undertaken.

The answers to this question and the analysis of variance are discussed in Chapter 3.

(c) Problems which existing provisions have caused for individual students, or groups of students, seeking to transfer to higher education.

In Question 3, respondents were asked to address the above issue by giving examples from each course concerned of

- i) entry difficulties;
- ii) lack of status (exemption or transfer of credit);
- iii) need to repeat work;
- iv) study methods and expectations;
- v) others.

(d) Further provision which should be, or could be, provided for those students who wish to transfer their study to higher education.

This is the essence of Question 4.

Most of the responses are analysed in Chapter 5, but other material is contained in Chapter 4.

3.2 QUESTIONNAIRE FOR HIGHER EDUCATION INSTITUTIONS

3.2.1 The distribution and return of the questionnaire

A questionnaire together with a covering letter (Appendix C) was sent to 75 higher education institutions. Forty-nine of these were returned, and of these, four were considered irrelevant to the study. Reasons for their irrelevancy included the mono-purpose of the institution or loss of independent identity due to amalgamation.

As a result of this culling 45 survey returns (60%) were considered useful.

Tables 3, 4 and 5 classify higher education institutions according to the following categories: universities; central institutes of technology and colleges of advanced education with other institutes of technology.

The five central institutes of technology (in Brisbane, Sydney, Melbourne, Adelaide and Perth) were separated from other colleges of advanced education and institutes of technology in the higher education sector on the grounds that each has a lengthy history in the provision of education of a technological nature and almost all of them began in their early years as providers of certificate, technician certificate and associate diploma courses which now might be seen as satisfying the entry requirements for some of the higher education courses presently provided by them.

The tables indicate on a state/territory basis

- the number of survey forms sent;
- the number returned;
- the number discarded;
- the number of useful returns.

Table 6 summarises the above four classifications over the whole higher education sector.

TABLE 3
Universities

Number of questionnaires sent, received and discarded by state and territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
Number sent	6	3	4	2	2	1	1	-	19
Number received	5	3	3	2	2	1	1	-	17
Response Rate (%)	84	100	75	100	100	100	100	-	89
Number discarded	-	-	-	-	-	-	-	-	-
Useful returns	5	3	3	2	2	1	1	-	17

TABLE 4
Central institutes of technology

Number of questionnaires sent, received and discarded by state and territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
Number sent	1	1	1	1	1	-	-	-	5
Number received	1	1	1	1	1	-	-	-	5
Response Rate (%)	100	100	100	100	100	-	-	-	100
Number discarded	-	-	-	-	-	-	-	-	-
Useful returns	1	1	1	1	1	-	-	-	5

TABLE 5
Colleges of advanced education and other institutes of technology

Number of questionnaires sent, received and discarded by state and territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
Number sent	17	8	17	2	1	2	3	1	51
Number received	9	5	8	2	1	2	1	-	28
Response Rate (%)	53	63	47	100	100	100	33	-	55
Number discarded	1	1	-	-	1	1	-	-	4
Useful returns	8	4	8	2	-	1	1	-	24

TABLE 6
Total higher education sector

Number of questionnaires sent, received and discarded by state and territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
Number sent	25	12	22	5	4	3	4	1	75
Number received	15	9	12	5	4	3	2	-	50
Response Rate (%)	62.5	75.0	54.5	100	100	100	50.0	-	66.6
Number discarded	1	1	-	-	1	1	-	-	4
Useful returns	14	8	12	5	3	2	2	-	46

3.2.2 The nature of the questionnaire for higher education institutions

Again the questionnnaire consisted of a set of open ended questions designed to elicit specific information on issues considered to be of interest.

(a) Policy and its implementation.

In Question 1-6 and 10, respondents were asked

i) What was the current policy of their institution in regard to TAFE qualifications offered for

- entry;
- exemption;
- transfer of credit.

ii) Whether there were any exceptions to this policy currently in operation? Have there been any exceptions in the past?

iii) Whether any changes/innovations to the formal policy are currently under discussion? Details of any such changes/innovations were sought.

iv) Whether changes had been discussed and rejected? Details of any such discussions were sought.

v) For which courses did the institution most frequently grant entry on the basis of previous TAFE qualifications?

vi) Which courses (in which schools/faculties) most frequently granted exemption and transfer of credit on the basis of previous TAFE qualifications?

vii) Who makes decisions in unusual, or less evident, cases of

- entry;
- exemption;
- transfer of credit (Question 10)?

viii) From where the institution would expect pressure for change?

ix) From where most resistance for change would be expected? For what reason? On what basis?

The answers to these questions are analysed in Chapter 4.

(b) Student success

In Question 6 respondents were asked what they knew of the success rate of TAFE students who have transferred to courses in their institution. If this information was not known, respondents were asked whether there were plans to make it available in the future.

The answers to these questions are analysed in Chapter 6.

(c) Student advice

In Questions 8 and 9 respondents were asked

i) What advice was given normally to students with TAFE qualifications when they first seek entry to their institution?

ii) To whom students seeking entry were sent for more detailed or less formal advice if this were considered necessary. They were asked further whether students seeking entry receive individual counselling?

The answers to these questions are analysed in Chapter 7.

CHAPTER FOUR: THE POLICIES AND PRACTICES OF HIGHER EDUCATION AND TAFE INSTITUTIONS ON ARTICULATION BETWEEN TAFE AND HIGHER EDUCATION

4.1 CURRENT POLICIES OF HIGHER EDUCATION INSTITUTIONS

What is the current policy of your institution in regard to TAFE qualifications offered for

a) entry;
b) exemption;
c) transfer of credit.

It is often assumed that higher education follows a different philosophy from that followed by TAFE and that it values different outcomes. It is usually accepted that higher education institutions, especially universities, tend to value a theoretical, academic approach, whereas TAFE places a higher value on the practical and vocational and that higher education regards this as 'non-academic'. This raises the question of whether transfer of credit is restricted to areas where TAFE follows the theoretical, academic approach. If this is so, could higher education accept motivation, maturity, practicality, knowledge of the field, vocational ambition, etc. as equivalent to academic success and discipline? Would it affect the success of transferring students if these attributes were accepted?

4.1.1 Universities

Thirteen of the 17 universities which responded to the survey allow entry to a number of courses to holders of TAFE qualifications above trade certificate level. Eight of these allow some exemption for subjects or parts of a subject and seven of these give some transfer of credit because of previous experience.

Deakin University allows entry to people with professional/middle level TAFE certificate qualifications only if the qualification was awarded by Gordon Technical College. The university stated in its return that:

> Professional/middle certificate programs of other TAFE colleges are not currently accepted as meeting the University's entrance requirements (Pritchard, 1985 p.1).

However, this policy is under review (Section 4.3).

Monash University stated that:

> University entrance requirements in Victoria currently state that a full-time TOP satisfies admission requirements. No middle level certificates are satisfactory (Dunn, 1985, p.1).

One of the respondent universities had until, '. . . a few years ago' admitted into two faculties '. . . numbers of persons holding TAFE certificate qualifications' but was of the view that in present day circumstances '. . . a very high level of Year 12 qualification was needed to gain entry and few persons with TAFE qualifications can only now do so'. The return went on to state that:

> There has never been a formal rule governing the entry of TAFE students; admission has been a special concession.

The University of New South Wales stated that:

> The university accepts TAFE middle-level certificate qualifications as matriculation and subject to the pressure for places in a course in any year applicants may enter all courses except law and medicine with this qualification. No exemption is given in any of the courses for subjects completed at certificate level, although students may be excused from practical components of some subjects on the grounds of work performed in a certificate course (Gannon, 1985 p.1).

Flinders University stated that:

> Applicants who complete an Associate Diploma (UG3) course will normally be given full matriculation status. However, as is the case with provisional matriculation with respect to certificate courses, the UG3 course must have an acceptable content of academic work.
>
> The University will grant no status towards a degree course on the basis of Certificate or Associate Diploma level work (Buchan, 1985).

The University of Wollongong has a generous policy of recognition of TAFE awards and accepts TAFE certificate holders into a number of courses. Provided that the passes in the certificate course subjects are at distinction level and the student has at least two years of relevant work experience, up to 48 credit points (144 points = Degree) of exemptions may be given by the university toward a bachelor degree (McKinnon, 1986).

The Wollongong College of TAFE reported that in the applied science-chemistry faculty of the University of Wollongong, TAFE certificate holders were given some three to four years ago, 'provisional entry' without exemption or credit to a related degree course. Over the period to date, TAFE students have demonstrated a high rate of success in the course (Shaw, 1985).

Shaw reported that TAFE chemistry students are now given preference positions with exemptions of 24 credit points. He went on to report that in two of three recent years the University medal has been awarded to students admitted under this arrangement.

Tennant (1986) reported that at Macquarie University, under current admissions policy, persons relying solely on TAFE qualifications for entry may be considered for selection to all degree programs provided that the course is a completed TAFE qualification streamed at 3400 or above. Successful applicants are granted provisional matriculation on enrolment.

Aspects of this policy worthy of note are

- the development of a national nomenclature system for TAFE has assisted the university in assessing TAFE qualifications in that they are more easily related to higher education qualifications;
- the university has developed a system for comparing non-school leavers with school leavers for the purposes of selection. In general this involves awarding points for the basic qualifications (including TAFE qualifications) of an applicant with additional points for any credit or distinctions. It is the point score compared to that of other applicants for admission which decides admission - provisional matriculation is only the first step.

Sclanders (1986) reported that the University of Western Australia offers some exemptions in architecture to students holding TAFE qualifications, but that this is done on an informal basis and usually involves no more than one or two people per year. However, Sclanders also reported that the Leederville Technical College which provides the diploma and certificate courses in architectural drafting was unaware of any of its graduates gaining access to the University of Western Australia.

Bayly-Stark, (1986b) reported that the University of Tasmania usually grants full matriculation status to candidates who have completed TAFE courses of at least two years full-time study. Matriculation obtained in this way can then be used as an entry qualification to all faculties except medicine.

4.1.2 The central institutes of technology

Each of the five institutes allows entry to a number of their courses to applicants who hold a TAFE certificate qualification. For example, Sclanders (1986) reported that

- the graduates of the three year full-time TAFE Diploma in Architectural Drafting may be accepted into the architecture course at the Western Australian Institute of Technology (WAIT);

- TAFE students who have completed a certificate or diploma in cartography or surveying may be admitted to the Bachelor of Applied Science (Surveying and Mapping) at WAIT;

- TAFE graduates of the Child Care Certificate and Training the Handicapped Certificate may gain entry to the WAIT Bachelor in Social Work.

Each institution also allows some exemption by way of waiver of subjects or parts of subjects. For example, WAIT grants exemptions in up to ten subjects in its architectural course on the basis of previous academic qualifications.

TAFE diploma graduates in surveying and cartography who have attained excellent results have been given advanced standing in Bachelor of Applied Science (Surveying and Mapping) at WAIT. This advanced standing exempted them from the first three semesters of the course (Sclanders, 1986).

SAIT has a formal set of cross-credit arrangements with TAFE (Appendix D).

Four of the five central institutes of technology allow the transfer of credit on the basis of relevant previous experience of the applicant.

As with universities, selection policies vary. For example, Sclanders (1986) noted that WAIT selection policies for TAFE qualified architectural drafting students were based on individual merit. However, there is close liaison between TAFE and WAIT staff when TAFE students are being considered for entry.

Queensland Institute of Technology (QIT) provided in its response a copy of its Escalation Policy Document (Appendix E) '. . . which was confirmed by the Institute's Admission Committee for use in assessing the 1985 intake of students'. It was further stated that the policy will continue until its biennial review in 1986 (Waters, 1985). The policy provides for holders of selected certificate and associate diploma (UG3) course qualifications to escalate into degree courses. Escalation in some cases is subject to the satisfaction of subject pre-requisites, quotas and the level of performance. It applies generally only to completed courses, but '. . . for exceptional students partial completion may be a sufficient indicator' and '. . . such grounds have been used in the past for granting entry' (Waters, 1985).

Parkinson (1985) reported that:

> An offer of a place is dependent upon the selection score accorded to an applicant. In the case of TAFE Certificate holders, the score is applied usually according to a sliding scale based on grades achieved throughout certificate studies. The actual conversion formula varies from faculty to faculty (p.77).

Under the present policy followed by the Queensland Institute of Technology, entry for those with certificate qualifications is possible in applied science, engineering, business studies, health science, built environment (building, architecture) and computing courses. Certificate holders applying for entry are accorded a notional tertiary entrance score (NTE). The score determined is based on an assessment of performance in the certificate course and, using a sliding scale approach, the notional performance level (NPL) is equated with the NTE. The policy of the QIT which is set out in Appendix E is an exemplar of a comprehensive and systematic approach to the assessment of the value of certificate and associate diploma level qualifications in determining whether the holder of such is eligible for admission to higher education courses.

The policy (Appendix E) also indicates the basis on which exemptions for certificate studies are determined for applied science and computing studies courses.

The QIT escalation policy does not receive universal acceptance from the TAFE colleges. Aust (1986) reported that QIT grants exemptions and credits of up to three semesters for the TAFE Certificate Course for Building Technicians. Aust quoted Harris (1985) from Mt Gravatt College of TAFE as saying that credit for common subject material is insufficient, necessitating repetition of work often with the same part-time lecturers.

Sunshine Coast College of TAFE (1985) suggested that higher education needs to consider all aspects of entry, credits etc. instead of relying on the administratively convenient Tertiary Entrance Score system.

WAIT applies a similar system to some TAFE courses. According to Sclanders (1986), TAFE graduates of the Certificates of Laboratory Practices are usually allocated the minimum entry mark. However, they have a better chance if they have achieved credits in their certificate course, and if they have made some progress towards a TAFE diploma.

4.1.3 Other colleges of advanced education

Of the other 24 colleges of advanced education, 23 had a policy toward granting entry to applicants with TAFE certificate level qualifications.

There is evidence of a wide range of policy. Several of the colleges had a very clearly defined and documented policy on entry based on TAFE qualification. On the other hand many tended to have a policy of treating every application from a TAFE qualified person as a 'mature age entry' applicant and saw the TAFE qualification as only one of a number of factors such as age, maturity, motivation, relevant work experience and potential to succeed to be taken into account in the process of considering entry, exemption and or transfer of credit.

Two of the institutions (viz. Northern Rivers and Victoria) stated that partial completion of a TAFE certificate course would be considered for the possible meeting of entry requirements, (Rank 1985; Nattrass 1985), while another (viz. Mitchell) indicated that the possession of a TAFE certificate enhances a students application for admission (Hodgson, 1985).

One of the additional factors taken into account by institutes was whether the applicant was of mature age. There was a variety of definitions of the age of maturity. Kuring-gai College of Advanced Education stated that '. . . anyone who has been out of school at least one year is considered as a mature age student' (Peutherer, 1985) whilst others indicated that 20 was the age of maturity and one that 21 was the required age.

In relation to age of entry to a course, Riverina-Murray Institute of Higher Education stated that '. . . entry to a particular course may require an experience component, e.g. TAFE Certificate entrants to the B. Business (Accountancy) must be at least 23 years of age or have 5 years' experience in the work force'. (Kelso, 1985). A policy such as this might be seen to discriminate against the young academically able unemployed person, or one who chooses to be unemployed whilst studying toward a qualification of value in the employment market.

In South Australia some Year 12 secondary students study Department of TAFE subjects as components of the mix of subjects they undertake in the final year of schooling. Usually these subjects are chosen from the range of subjects in TAFE business studies certificate courses. The examinations for those subjects are set by the SA Department of TAFE and are marked and moderated by that department. The grade of achievement awarded by TAFE to these Year 12 secondary school students is used by the South Australian College of Advanced Education (SACAE) in awarding a matriculation examination grading for those who are seeking entry to the college's higher education courses. The scaling procedures for SA Department of TAFE subjects is described in the SA College of Advanced Education statement of 'current policy in regard to TAFE qualifications for entry, exemption and/or transfer of credit' (Appendix F, Thompson, 1985).

Of the 24 respondent institutions, 18 gave some exemption by way of waiver of subjects or part of subjects; five clearly indicated no exemption was given.

In the matter of the transfer of credit because of previous experience, 15 institutions allowed some whilst seven indicated that none was given.

Some specific examples of the acceptance of TAFE courses for admission and status by other colleges of advanced education are given below.

(a) Muresk Agricultural College (which is part of a division of WAIT) accepts the TAFE Diploma in Agriculture (two year equivalent full-time) as qualification for entry into the associate diplomas in agriculture and equine stud management. Some limited exemptions may occur, for example in practical areas such as welding, but there are no arrangements for transfer of credit.

In some cases, entry may be granted to a TAFE student who has completed a Certificate in Agriculture (one year full-time equivalent) if

- they have achieved exceptional results;
- the course completed is especially relevant to Muresk courses;
- the principal of the TAFE college concerned is prepared to vouch for the academic abilities of the student;
- the student interviews well at Muresk (Sclanders, 1986).

A joint TAFE-Muresk accreditation for the completion of a course has been awarded for the first time (TAFE Talk, 1986). It is a 12 week part-time course in landscape rehabilitation and management. Students who qualified were awarded a certificate bearing the TAFE and Bentley College logos and that of the WAIT Muresk Extension Service.

(b) Students from Perth Technical College who have obtained the National Accreditation Authority for Translators and Interpreters (NAATI) Level 2 interpreter qualification (sub-professional, taught in TAFE) receive some credit for the Level 3 qualification (BA in Interpreting and Translating) at the Western Australian College of Advanced Education (WACAE). Close contact between the two institutions is maintained to facilitate the transfer of students (Sclanders, 1986).

(c) Burleigh (1986) reported on some specific practices of colleges of advanced education in cross-sectoral transfer.

i) The TAFE Women's Studies Course Award (a non-certificate program) is designed to increase knowledge of the opportunities available to women to return to study, re-enter the paid workforce and to develop self-confidence and the personal skills to take up these opportunities. Graduates of this award are granted entry and 18 of 72 points status in the Associate Diploma in Liberal Studies - Women's Studies at the Salisbury campus of the SACAE. However this entry qualification and status are not transferable to other courses (e.g. Associate Diploma in Community Work) at SACAE. Students who enter the Associate Diploma in Liberal Studies - Women's Studies through the TAFE Women's Studies Course Award and who wish to transfer to another course may be required to undertake a mature age entry test if they do not have the level of year 12 studies specified in the SACAE entry requirements.

ii) Graduates of the South Australian TAFE Certificate in Farm Practice have been granted up to one year of status in the two year full-time Associate Diploma in Farm Management at the Marcus Oldham Farm Management College in Victoria.

The Roseworthy Agricultural College acknowledges graduates of the TAFE Certificate in Farm Practice as being eligible for entry to all its courses except the Bachelor of Applied Science - Oenology which requires year 12 (matriculation) chemistry. Some status may be granted, but this depends upon a subject content comparison.

iii) The TAFE Certificate in Child Care Studies is a two year full-time equivalent award designed to equip students with the skills and knowledge needed to care for children in such settings as child care centres, pre-schools, playgroups and the family. SACAE does not accept this certificate as a qualification for admission to the Diploma of Teaching course in early childhood education but if a certificate holder is qualified for admission under normal entry requirements, he or she may, on application, be granted status of one year in the diploma course.

Tennant (1986) reported that the situation in New South Wales was a little different. The TAFE Child Care Certificate is accepted as equivalent to the normal entry requirements for the Diploma and Bachelor of Early Childhood Studies at the Sydney College of Advanced Education (SCAE). However, until recently there has been no provision for status.

SCAE has now agreed in principle to allow one year status for the TAFE Certificate. This decision has been influenced by

- changes in government child care regulations which have resulted in a more identifiable career path for early childhood educators;

- the development of national core curriculum for the TAFE Child Care Certificate;

- changes to the curriculum at SCAE making the course units more comparable to the TAFE Certificate;

- the raising of the entry age for the certificate in NSW from 16 to 17;

- informal discussions with TAFE concerning status.

(d) Hodgson (1985) reported that Mitchell College of Advanced Education accepts TAFE qualifications for entry and, in many courses, as a basis for status. While a TAFE Certificate enhances the chances of success of an application for entry, it does not always give an applicant priority over other, less qualified, applicants. In deciding between applicants, work experience may be as important as a TAFE qualification and allowances are made for rural applicants who may not have had the opportunity to enrol in an appropriate TAFE course.

4.1.4 General comments

The reponses from the 17 universities revealed that there is a wide range of policy and practice in the granting of entry and status to holders of TAFE certificate qualifications. They range from a sympathetic and understanding treatment of the TAFE applicant for entry to a complete rejection of any applicant bearing a TAFE qualification. If entry is achieved, a very limited degree of exemption is given and there is an even more limited possibility of a transfer of credit. The policies and practices are so diverse and inconsistent, even within the same state, that certain aspects of them seem to defy understanding.

The central institutes of technology have clearer policies on entry, exemption and transfer of credit than the universities do. Also there is more active consideration of policy and practice amongst them than there appears to be within universities.

The reasons for this are not clear from an analysis of the responses, but may include the following

- central institutes of technology have in part grown from institutions which provided courses which now are provided within the TAFE sector;

- some central institutes of technology still provide certificate courses and associate diploma courses similar to courses provided in the TAFE sector;
- if one or both of the reasons immediately above are true, then the central institutes of technology may have a greater understanding than universities as a whole of the content of certificate and associate diploma courses, their educational standard and their value as predictors of success.

Colleges of advanced education and non-central institutes of technology are more liberal toward applicants for entry who hold a TAFE qualification than are the universities and central institutes of technology. Their policies on exemption and transfer of credit are also more flexible and more cognisant of the nature and value of TAFE qualifications. Similarly the range of courses into which entry is given and exemption and transfer of credit is granted is markedly greater than the range available to the TAFE student in universities and central institutes of technology.

Overall there is no lack of institutional and sectoral policies, but it is very difficult to generalise them. This is the result of the fact that the policies of many institutions are ad hoc in that they claim to treat every case on its merits. Whilst something may be said for having a broad and flexible policy unhindered by the precision of a formal published and public statement, in so far as such policy might allow flexibility of interpretation and the individual assessment of each application for entry, there is much to be said against it.

Further such policies are not available for public scrutiny. The application of the policy, and its fairness and consistency, are left very much to the various individuals interpreting it. Further, it was obvious from some of the returns that policy changed from year to year in relation to factors such as pressure, or lack or it, for places in courses.

Policies of this nature are often stored in the minds of the decision-makers and, even if they are consistently applied, disappear with the disappearance of the decision-makers. For example, the Wollongong College of TAFE in writing of an existing informal but good arrangement with the university for granting entry and exemption to TAFE qualified students in the University's courses said that:

> . . . these arrangements could easily be eroded by a change in University Policy/Management (Shaw, 1985).

The lack of firm, public policy must provide TAFE qualified, or near qualified, persons with a great deal of uncertainty as to whether they will be dealt with consistently and fairly when they seek cross-sectoral transfer.

CDE (1986) suggested that freedom of information acts have opened selection processes to various kinds of legal challenge, including recourse to state ombudsmen and the courts. Challenges to particular selection decisions inevitably become challenges to the rules and techniques of selection themselves and to the assumptions underlying them.

The general consensus of TAFE college respondents and one conclusion of this study (Section 11.3.1) are that there is need for the development by higher education institutions of clear and easily understandable policies and guidelines on the acceptance of TAFE qualifications for entry to higher education courses and on the exemption, transfer of credit and status that these qualifications receive.

The Devonport Technical College provided the following extract from the handbook of the University of Tasmania:

> At the Dean's discretion a Tasmanian TAFE certificate in Civil, Mechanical or Electrical Engineering may be accepted as an alternative pre-requisite for admission to the first year of the Bachelor of Engineering course.

The college (Batchelor, 1985) went on to say that:

> The example cited above of the University formally acknowledging the status of a TAFE certificate is a positive example which needs to be followed by other higher educational authorities, i.e. clearly give status to TAFE certificate courses by 'writing-in' the course title rather than leaving prospective students who read course admission criteria wondering what 'qualifications deemed equivalent' means (p.2).

Other TAFE colleges had equally strong views on the development and publication of firm policies on transfer guidelines.

These views are summed up by the School of Mines and Industries Ballarat:

> A consistent policy by all Tertiary Institutions in respect of applicants from similar TAFE courses, with a public written statement on entry criteria and the method of advanced standing that might be applicable would be highly desirable (Aitken, 1985, p.2).

4.2 EXCEPTIONS TO POLICY

Are there exceptions to this policy currently in operation? Have there been exceptions in the past?

4.2.1 Universities

Only the University of Queensland acknowledged that there had been exceptions to policy on cross-sectoral transfer. A few years ago, when fewer students were completing Year 12, the Dean of the Faculty of Arts admitted numbers of persons with TAFE certificates and some were admitted to engineering (Rayner, 1985).

4.2.2 Central institutes of technology

Two of the five institutes indicated that there were few, if any, instances of exception, past or present to established policies and practices of allowing entry to courses and in the provision of exemption and transfer of credit. The remaining three institutes said that there had been exceptions in the past in these areas of admission to courses and that there were exceptions at the present time.

For example, RMIT has a special entry scheme for a limited number of eligible students of the RMIT TAFE College who have completed a TAFE Certificate (Hartwell, 1985). This is examined by Scarfe in her case study (Section 10.2) and is the subject of a further investigation in engineering by Longworth (see Section 2.4.4).

4.2.3 Other colleges of advanced education

With regard to exceptions to current policy, only four institutions indicated that there were exceptions, whilst 12 said there were no exceptions. A third of the respondents did not provide any answer to the question.

With regard to whether there had been exceptions to the policy in the past, seven indicated there had been. This compares with four where there are exceptions at present. This may indicate that policy is becoming less flexible and is being applied more formally.

Ten institutions indicated that there had been no exceptions to policy in the past whilst seven did not provide any answer to the question.

4.2.4 General comments

By and large, higher education institutions tended not to vary their policies on entry, exemption and transfer of credit.

4.3 CHANGES TO POLICY CURRENTLY UNDER DISCUSSION

Are changes/innovations to the formal policy currently under discussion? Please give details.

4.3.1 Universities

Three of the 17 universities said that changes to their policies and practices were currently under discussion.

For example, Deakin University stated that its policy was currently under review and it has been resolved:

> To approve in principle the completion of selected two year full time professional and middle level TAFE programs as satisfying the university's requirements (to undergraduate programs) to 1987 (Pritchard, 1985, p.2).

This resolution is intended to provide opportunities for entrance to undergraduate programs to holders of TAFE qualifications awarded by TAFE institutions other than the Gordon Technical College.

4.3.2 Central institutes of technology

Three of the five institutes indicated that there were no changes or innovations to their formal policy on entry matters under discussion at the present time. Of the remaining two institutes, the New South Wales Institute of Technology (NSWIT) advised that '. . . it has paid attention to the development of articulated programs with TAFE' and that 'In 1986 the Institute plans to offer a Bachelor of Applied Science degree in Urban Horticulture'. 'Admission to the degree will be on the basis of successful completion of the TAFE UG3 Diploma in Horticulture' (Shiels, 1985). This program is the subject of a major case study (Section 10.1).

QIT advised that changes/innovations to policy were under discussion 'In that "Towards 2000", the directioned paper produced by the Queensland Department of Education (DE,Q, 1985b) expects to link upper-secondary students and TAFE courses' and the respondent institute '. . . will be involved in re-negotiating the operation of certain TAFE bridging courses' (Waters, 1985).

4.3.3 Other colleges of advanced education

Of the 24 respondents, ten indicated that changes/innovations to the formal policy were presently under discussion. Of these ten, the Tasmanian State Institute of Technology (TSIT) provided the following:

> The national move for TAFE certificates to be assessed and accredited at the UG3 (and UG2) level(s) with the subsequent establishment in October 1985 of the Australian Council on Tertiary Awards (ACTA) (with responsibility for promoting consistency in the nomenclature used for tertiary awards across the advanced education and TAFE sectors) has led to the Institute undertaking a review of its entire admission and credit criteria with regard to TAFE certificate holders. A multi- disciplinary Working Party of the Institute's Academic Board is currently considering the whole issue with the brief of advising the Board by its first meeting in 1986 'on the mechanisms which might be developed to encourage and facilitate the flow-on of students from the TAFE sector' (O'Flaherty, 1985 p.1).

Of the ten institutions which indicated that changes/innovations to formal policy on entry, exemption and transfer of credit were currently under discussion, five clearly indicated that the changes presently under consideration would give greater recognition to TAFE qualifications. These institutes were spread over four states and one territory.

4.3.4 General comments

In matters of policy review, changes and innovations affecting entry, exemptions and transfer of credit, it is apparent that there has been much more activity in the colleges of advanced education than there has been in the other two groups of higher education institutions. This activity has generally been favourably disposed towards the holder of a TAFE qualification.

4.4 DISCUSSION AND REJECTION OF POLICY CHANGE

Have changes been discussed and rejected? Please supply details.

4.4.1 Universities

No university reported that there had been a discussion and rejection of changes to policies and practices.

Six universities reported that there had been discussion of changes to policy and practice and those changes discussed had not been rejected. Of these six universities, five might be seen to be moving toward being more sympathetically disposed toward TAFE certificate applicants for entry while one indicated that their policies and practices may become more stringent.

4.4.2 Central institutes of technology

Three of the five institutes advised that there had been no discussion of changes to policy.

The remaining two institutes advised that there had been discussion of changes and these had not been rejected.

Of these, NSWIT reported that further development (hence change) in the area of horticulture studies may be considered (Shiels, 1985).

It may be inferred fom the response of QIT that possible future changes in policy may derive from the institute's involvement in the re-negotiation of the operation of certain TAFE bridging courses as mentioned in 4.3.2 above.

4.4.3 Other colleges of advanced education

In response to the question asking whether changes to policy had been discussed and rejected, none indicated that this had happened.

4.5 COURSES IN WHICH ENTRY IS GIVEN ON THE BASIS OF TAFE QUALIFICATIONS

For which courses does your institution most frequently grant entry on the basis of previous TAFE qualifications?

4.5.1 Universities

The courses to which entry was allowed by at least some universities were given as

Accountancy
Arts
Architecture
Applied Science
Business Management
Commerce
Economics
Engineering
Electrical
Electronic
Mechanical
Horticulture
Music
Nursing
Physiotherapy
Social/Welfare Work

4.5.2 Central institutes of technology

All five of the institutes advised of the courses to which entry was most frequently granted on the basis of TAFE qualifications.

They are

Accountancy
Applied Science
Arts (Fine Arts)
Biological Science
Biomedical Science
Building
Business Studies
Computing
Engineering -
Civil
Electrical
Electronic
Mechanical
Geology
Management
Mapping
(App Sc)
Surveying
Teaching

One reponse indicated that the institute granted entry to all courses at the institute which had a corresponding TAFE course.

4.5.3 Other colleges of advanced education

The courses, (ranging from Certificate level through to Graduate Diploma), to which entry was granted are as follows

Accounting
Applied Science
Architectural Drafting
Arts (Film & TV)
Arts (Fine)
Arts (Library)
Banking and Finance
Business
Community Studies
Computing
Data Processing
Design
Education
Engineering -
(unspecified)
Engineering -
Electrical
Farm Management
Habitation Studies
Information Studies
Land - Drafting
Land - Surveying
Liberal Studies
Local Government
Management
Marketing
Media Studies
Resource Management
Social Science
Teaching
Visual and
Performing Arts
Welfare Studies

4.5.4 General comments

There are three disciplines for which all sectors of higher education grant admission to TAFE qualified applicants. They are accountancy, applied science and electrical engineering. The special circumstances of two of these are discussed in Chapter 9.

4.6 COURSES FOR WHICH EXEMPTION, TRANSFER OF CREDIT OR STATUS ARE GIVEN

Which courses (in which schools/faculties) most frequently grant exemption and transfer of credit on the basis of previous TAFE qualifications?

4.6.1 Universities

Only the University of Wollongong replied that it granted status on the basis of TAFE qualifications. The courses for which status was granted most often were for engineering and commerce degrees and in the associate diploma courses of the School of Industrial and Administrative Studies (McKinnon, 1986).

The University of Adelaide did not indicate that credit for TAFE qualifications was granted in any degree course. However, Burleigh, in his case study (Section 10.4) stated that holders of the Certificate in Advanced Music from the Adelaide College of TAFE, School of Music qualify for two years status in the Bachelor of Music (Performance).

4.6.2 Central institutes of technology

Exemption and transfer of credit are granted on the basis of previous TAFE qualifications in all courses to which entry is given.

4.6.3 Other colleges of advanced education

The courses in which exemption and transfer of credit is most frequently granted on the basis of previous TAFE qualifications are as follows

Accounting
Applied Science
Architectural Drafting
Arts
Arts (Fine)
Arts (Visual)
Banking and Finance
Business
Community Work
Computing
Data Processing
Design
Engineering - (unspecified)
Farm Management
Habitation Studies
Information Studies
Land - Drafting
Land - Surveying
Liberal Studies
Library Studies
Management
Marketing
Resource Management
Visual and Performing Arts

4.7 RESPONSIBILITY FOR DECISIONS IN UNUSUAL, OR LESS EVIDENT, CASES OF (A) ENTRY, (B) EXEMPTION AND (C) TRANSFER OF CREDIT

Who makes decisions in unusual or less evident, cases of

a) entry;
b) exemption;
c) transfer of credit.

The principal sources of information on this question have been the registrars of higher education institutions. They have formal rules and policies to follow and may not always know about, or agree with, informal arrangements negotiated at the departmental (faculty) level.

4.7.1 Universities

(a) Entry

Universities indicated a reasonably uniform approach to the matter of entry in unusual, or less evident cases. There is a heavy reliance on a committee system in the decision-making process. In seven cases a committee such as an Admissions, Matriculation or Selection Committee makes the decision. For example, at the University of Newcastle, decisions are made by an Admissions Committee on the recommendations of the deans of faculties (Alexander, 1985) and in the University of New England by the Admissions and Matriculation Committee (Esdaile, 1985). At the University of New South Wales and Monash University, committees of the faculty to which entry was sought make the decision (Gannon, 1985, Dunn, 1981). In two cases the decision on entry is left to a single person viz. at James Cook University, the Dean of the appropriate faculty (Chester, 1985), at the University of Tasmania, the Executive Officer, Student Administrator (Skinner, 1985). The University of Western Australia uses either of two methods, viz. consideration by a Faculty Admissions Committee or by the Sub-Dean (Hawley, 1985).

In general, whichever system is used, there is no provision for appeal by the student.

(b) Exemption and transfer of credit

The responses from universities to unusual or less evident requests where exemption and transfer of credit could be granted are classified into two groups.

i) The first group consisted of those which gave one, two, or all of the following responses 'no exemptions', 'no transfers of credit', 'no status granted'. This first group constituted approximately one-third of the universities which responded to the questionnaire.

ii) The second group comprised those universities which indicated in their response that they would consider granting exemption and transfer of credit in unusual and less evident cases. Academic staff or committees with academic staff as members were entrusted with decision-making on matters of exemption and credit. Such decisions were final.

4.7.2 Central institutes of technology

(a) Entry

All five central institutes of technology indicated that entry '. . . in unusual and less evident cases' could be considered. In all of the five institutes, academic staff was involved to a significant degree in the decision-making process leading to the granting of entry or otherwise.

In all but one of the institutes, the approval process was one-step. At QIT the decision on entry was made either by an Admissions Committee upon the recommendation of the Admissions Officer, Head of Department and Head of School, or the Head of Department on the recommendation of the Course Co-ordinator or the Heads of Departments or Schools (Waters, 1981). In no case is there provision for appeal by the student.

(b) Exemption

All five institutes advised that exemptions by waiver of subjects or parts of a subject were granted where appropriate. In all five institutes the academic staff was involved in the decision-making process and in four of these it appeared that a single individual could be the one and only arbiter in granting exemption. Only at SAIT was the decision made by a committee (Watson, 1985).

(c) Transfer of credit

Only NSWIT advised that there was no possibility of transfer of credit being granted to a TAFE qualified person (Shiels, 1981) and this may not be absolutely accurate (see Section 4.10). Of the remaining four, all indicated that academic staff were central to the decision-making process and it appeared that in these institutes a single person was entrusted to make a decision. SAIT advised that the decision was made by a committee (Watson, 1985).

In every case the decision made by the individual or committee was final and did not require referral to some other authority for ratification.

4.7.3 Other colleges of advanced education

(a) Entry

In the matter of granting entry '. . . in the unusual or less evident cases', 21 of the 24 respondent higher education institutions indicated that academic staff was central to the decision-making process. Of this sub-group, 14 indicated that the decision could be made by a single individual and 13 indicated that the decision would, or could, involve the use of a committee. (Some respondent institutions used both methods.) In three of the 24 respondent institutes, there was a clear requirement for a decision made on entry to be referred to another authority for ratification.

(b) Exemption

Academic staff was involved in the decision-making process in 22 of the 24 respondent institutes. In 13 it appeared that a single person could make the decision, and in 13 a committee could or would be used in the decision-making process. (Again, some respondents used both methods.) In only four of the 24 institutes was there clear evidence that any decision made on exemption required referral to a second authority for ratification.

(c) Transfer of credit

With regard to transfer of credit, 22 of the 24 institutes indicated that academic staff were central to the decision-making process because of previous experience in unusual or less evident cases of the TAFE qualified entrant.

In ten of the 24 institutions, the decision on transfer of credit could be made by a single individual and in 12, a committee would be used to make the decision. In only three institutions was a referral process used to ratify, or otherwise, any decision made on the transfer of credit.

4.7.4 General comments

Academic staff was used almost exclusively in the decision making process of granting of entry, exemption and the transfer of credit in unusual and less evident cases.

In coming to a decision upon entry for the '. . . unusual or less evident cases' a committee must be used in ten institutions. In coming to a decision on exemption a committee must be used in nine institutions. And in the matter of the transfer of credit, a committee must be used in twelve.

4.8 POLICY INNOVATION

From where would you expect pressure for change?

4.8.1 Universities

Four of the respondent universities did not answer the question.

Three indicated that pressure for policy change was expected from the TAFE sector and two universities expected pressure to come from those who saw themselves as potential students.

Two universities considered that pressure for changes in policy would be generated within their own institutions because of the need to keep abreast of the ongoing and natural evolution of the education system in the latter years of secondary schooling and of the tertiary education system.

Two universities either '. . . did not expect pressure for change' or '. . . were not aware of any pressure for it' and another two universities indicated that pressure for change in policy would come from government and its agencies including, as one mentioned, the CTEC. A further two universities considered that pressure from academic staff for policy change would be expected whilst one university considered that pressures may lead to changes in policy in the future (Ford, 1985). The possible effect of pressure on policy in the future was not specified.

4.8.2 Central institutes of technology

NSWIT considered that, with increased demand for places in courses, there would be a corresponding increase in the standard required of TAFE students being admitted to the Institute, e.g. credit level and above (Shiels, 1985).

QIT indicated that the re-definition of the 'high school - TAFE interface' would generate pressure on it to change its policies on entry. The institute went on to say that as it continued to '. . . reduce its UG3 offerings the ease of entry into tertiary level will not be maintained if UG1/UG2 level courses are the only form available in particular fields of study' (Waters, 1985).

WAIT considered that the main generators of pressure for changes in policy would be TAFE and the State Post Secondary Education Commission (Hunter, 1985).

Of the two remaining institutes which responded to the questionnaire, one considered that all sources of pressure for change would be external to it and therefore was unwilling to comment. The second of these two institutes found it '. . . could make no definitive response to the question'.

4.8.3 Other colleges of advanced education

Of this group of 24 higher education institutions, ten expected that pressure for changes in policy would come from students; that is those intending to apply for entry and those already enrolled who may attempt to have exemptions granted by way of the waiver of subjects or parts of subjects where such exemption had not as yet been granted.

Six institutions considered that they could expect pressure to come from departments of TAFE, the TAFE sector or simply TAFE generally. Only four of the 24 institutes expected pressure for change to be generated by state or federal governments and their agencies, commissions and councils etc.

Three institutes indicated that pressure for changes would be generated within the institutes themselves and an identical number thought that their own academic staff members and academic committees would press for change.

Only one institution considered that pressure for change would come from groups and/or committees concerned with the principles of participation and equity.

One expected there would not be pressure for change. It considered that it had been continually responsive to the obvious needs for change and that it would continue to be so.

One institution advised that it did not expect any pressure to change its policies and four either gave no answer to the question or indicated that they were not prepared to provide any answer.

4.8.4 General comments

(a) The salient features of the responses from groups of institutions of higher education, are that pressures to change policies regarding entry, exemption, transfer of credit and status for TAFE qualified people would come from TAFE authorities and the TAFE sector generally, from students themselves, and from state and federal governments, their agencies, commissions and advisory councils.

(b) With regard to TAFE authorities and the TAFE sector generally being significant sources from which pressure will flow for policy changes in institutions of higher education, the TAFE authorities collectively have been unwilling to commit themselves to a co-ordinated national approach to influence directly institutions of higher education to make changes. The ACTD has shown considerable interest in the topic in that it commissioned a working party to develop a paper which would explore alternative models for articulated programs (Section 2.1.4) and it considered the relevant recommendations of the Parkinson (1985) report. The former which contains no firm recommendations was received favourably and adopted while the latter was noted (Fricker, 1985, 1986). The ACTD supported local efforts on the Parkinson report.

It seems that ACTD would prefer that negotiations on matters of entry, exemption etc. for TAFE qualified students remain largely a matter of local initiatives between individual TAFE authorities or institutions and individual higher education institutions. Such an approach is consistent with recommendation 9 of the Parkinson, (1985) report (p.132). It means that individual TAFE authorities or colleges may debate directly with the institutions of the higher education sector on such matters as the academic standards of TAFE courses and their linkage and correspondence with higher education courses.

The New South Wales Department of TAFE has undertaken such an initiative. It has established a project which is designed to:

- collect basic data on the opportunities available for cross-sectoral transfer from TAFE to higher education in New south Wales;

- collect some information on the performance of TAFE qualified students admitted to higher education;

- acquaint heads of schools with the issues involved in higher education so that they are better qualified to negotiate agreements. (In Section 3.1.1, the poorer response from NSW TAFE colleges was attributed to the opinion of NSW TAFE principals that cross-sectoral transfer was the responsibility of heads of schools) (Neilson, 1986, pers. com.).

(c) It is doubtful whether prospective higher education students in TAFE will be very effective in generating pressure for change of any magnitude as they are not organised as a body. If, in the responses, 'pressure from students' means pressure from individual students for their own particular cause then it is suggested that the pressure will not be markedly effective in achieving noteworthy changes in the overall policies of higher education institutions.

(d) Nine of the 45 higher education institutions clearly indicated that they considered that state and federal governments and/or their agencies would bring pressure to influence changes in their policies on entry, exemption etc. In view of the interest shown by governments and government agencies (Section 2.1) it seems remarkable that less than twenty five percent of the respondent institutes considered that pressure for change would come from that source. Only one of the forty five respondent institutes clearly identified the CTEC as a possible source of pressure. What this indicates is unclear but some of the following may be inferred, i.e. that higher education institutes

- do not see government or its agencies as a major instrument of influence in bringing about change in policies related to entry, etc. for TAFE qualified people;

- consider that government or its agencies will not interfere in the rights of higher education institutes to set and vary their own entry requirements and regulations on entry, exemption, transfer of credit and status;

- consider that they will be able to meet, divert, weaken or withstand any pressure for change that might be generated by governments and or their agencies.

It would appear that this belief that pressure for change of policy will not come from state and federal governments or their agencies may be misplaced. Hudson, (1986) saw a need for the development of a comprehensive and consistent policy towards the granting of admission and status to the holders of TAFE awards and noted that, if significant movement does not take place on a voluntary basis, governments may well have to consider a stronger action.

This view is shared by a number of TAFE colleges. For example, RMIT stated that:

> greater entry flexibility . . . could be expedited if State/Federal co-ordinating authorities could develop policies and guidelines in this area (Baker 1985, p.2).

(e) Only Victoria College saw organisations concerned with the principles of equity and participation as a source which might generate pressure for change of higher education policies on entry, exemption etc (Nattrass, 1986). One must be left to wonder if current participation and equity programs have had any effect on thinking in higher education.

(f) There was no evidence of expected pressure for change from professional associations. However, Sclanders, (1986) commented that the transfer between NAATI Levels 2 and 3 (Section 4.1.3) has been facilitated by an external accrediting authority (NAATI) establishing the required content and standards for programs. Students from Perth Technical College who have obtained NAATI Level 2 interpreter qualifications receive some credit for the NAATI Level 3 qualifications at WA CAE in the Bachelor of Arts (Interpreting and Translating). The attitudes of professional associations is discussed in Section 10.7.

4.9 RESISTANCE TO POLICY CHANGE

From where would you expect most resistance? For what reasons? On what bases?

4.9.1 Universities

Three of the 16 universities which responded to this question did not provide an answer whilst one simply provided the answer 'don't know'.

One university, in its response stated that:

> Questions eleven and twelve are impossible to answer institutionally - they appear more suited to a questionnaire directed to individuals.

Three universities felt that there was no internal resistance to change as their policies on entry etc. were flexible and had been the subject of regular change because of the existence of adequate administrative and academic systems and procedures to consider and implement appropriate change.

Similarly another university provided the following response:

> The question of resistance, the reasons for resistance and the basis of resistance to change cannot be usefully addressed in this response. In general, the University's experience of change has been constructive.

This university's response to earlier questions regarding entry, etc. to TAFE qualified students gave no information on the acceptance of certificate or middle level TAFE qualifications for meeting entry requirements. Its response also stated that:

> No exemption from course requirements, or transfer of credit is available for TAFE qualifications at this time.

Three universities felt that resistance to change would stem from internal sources such as academic boards, faculty boards and from individual academics themselves.

One university identified resistance to change as being based on a concern with the maintenance of parity in the treatment of all categories of applicants and that those who were granted entry had a reasonable chance of performing successfully at a tertiary level of study.

James Cook University stated that resistance to changes in policy would come from the 'professional faculties' and that the reasons for this were '. . . the lack of relevance of TAFE qualifications and the lack of evidence that such entrance qualifications correlate highly with tertiary academic performance' (Chester, 1985). The university in its response to earlier parts of the questionnaire stated that '. . . no records are currently kept on the success rate of TAFE students who transfer to courses at James Cook University and there are currently no plans to make this information available in the future' (Chester, 1985).

Monash University provided the following answer to the question:

> Resistance to change in matriculation policy exists mainly on academic grounds. The Science Faculty, for example, finds that work-oriented courses offered at TAFE institutions do not equip students for University subjects. Another problem is the assessment of the standards of the many qualifications offered at TAFE colleges (Dunn, 1985, p.3).

The University of New England considered that:

> The question can probably only have one answer. Surely resistance would only come from decision-makers and those dedicated to maintaining what they perceive as 'academic standards' (Esdaile, 1985).

4.9.2 Central institutes of technology

Of the five institutes one simply answered 'Unknown' to the question.

One institute considered that it could make no definitive response and a second made no response to the question or any of its parts.

Of the two remaining institutes in this category one stated that:

> Resistance to change is likely to come from outside the institute and accordingly no comment is appropriate.

WAIT stated:

> We would not expect pressures for change to be unreasonable, and therefore would not expect internal resistance. Change would be negotiated (Hunter, 1985, p.2).

4.9.3 Other colleges of advanced education

Of these 24 higher education institutions, seven did not answer the question and a further one was loath to '. . . make any prediction'.

Five institutions expected no resistance to change but three of these added the following riders or comments

- where relevance and academic standards are substantiated;
- it will be necessary that clear documentation of levels and content of TAFE programs is available to enable staff to assess students from TAFE courses in a realistic manner;
- provided that changes take place in the context of the maintenance of proper academic standards.

One institution stated that '. . . resistance to change tends to come from conventionally enrolled students' however the reasons for resistance to change from this quarter were not given. Young (1985) would suggest that 'conventionally enrolled' students regard the entry of TAFE qualified people as an unacceptable variation of entry to course requirements resulting in increased competition for people who are qualified and who are seeking admission in conventional terms (Section 2.4.1).

The SACAE indicated that resistance to change in matters of entry and so on would probably come from professional registering bodies such as The Teachers Registration Board and The Nurses Registration Board (Thompson, 1981).

The Queensland College of Art (which is controlled by the State TAFE authority) stated that it considered resistance to change would come from its own 'College staff and from the TAFE curriculum branch because of the need to change established policy or to develop new precedent' (Dunglison, 1985).

Eight of the higher education institutions expected that resistance to change would come from academic staff and the most frequently stated reasons for their resistance were

- even now qualified students cannot gain entry because of quota restrictions;
- perceptions of academic incompatability;
- resistance to any change which effectively reduced academic standards of entry/exit students;
- the need to maintain perceived levels of academic structure in the accreditation of awards.

The respondent for Victoria College stated:

> I would expect most resistance from the members of accreditation/re-accreditation bodies examining the individual awards where a belief may be manifested that TAFE certificate may not be the best grounding for tertiary studies. I suppose one must expect to find prejudice in this area where TAFE entry standards differ from those in advanced education. The type of resistance would depend on the nature of the change for which pressure is felt (Nattrass, 1986, p.3).

Ballarat College of Advanced Education expected that resistance to change would come:

> From critics of the present lack of rationality in courses in the different sectors. It is not relevant or helpful to blame resistance on conservatives who might be accused of trying to protect empires or territories. It would be most helpful and constructive if we could all apply our minds to the rationalising of courses so that students who wish to proceed with higher education after completion of TAFE courses are able to obtain credit for what they have studied in the TAFE sector. There is room and need for much co-operation between planners in all sectors (Clements 1985, p.2).

4.9.4 General comments

(a) There is a need to dispel the myth which has credibility in some quarters that all TAFE courses are work-oriented and that all higher education courses are not. In place of this myth there must be an acceptance of the reality that many courses in TAFE and in higher education are work-oriented to some degree and there must be a genuine and valid assessment as to whether the degree of work-orientation in any course, in whatever sector it is provided, is of any relevance to the policies on transfer from TAFE to higher education.

If as the result of such a valid assessment of a TAFE course, it is shown that the degree of work-orientation is relevant to the extent that the TAFE course has shortcomings with regard to transfer to higher education, the shortcoming should be identified. Then bridging and or preparatory courses which remedy the shortcomings should be provided.

To advise a TAFE graduate with such qualifications who wishes to transfer to higher education to undertake matriculation or an associate diploma course, as two respondent institutes of higher education indicated they did, is a most unsatisfactory solution to the problem.

(b) In grappling with the problem of transfer from TAFE to higher education, there is a need for higher education institution staff to have available to them clear documentation of the levels and content of TAFE programs. The onus for having such information readily available falls clearly on the TAFE sector authorities and their colleges (See Section 11.3.3).

TAFE colleges should form and pursue formal policies of informing their near graduating students of those higher education courses which have correspondence with the course they are completing in TAFE and of encouraging them to enrol in them (Sections 4.10 and 11.2).

4.10 TAFE COLLEGE POLICY IN TRANSFER FROM TAFE TO HIGHER EDUCATION

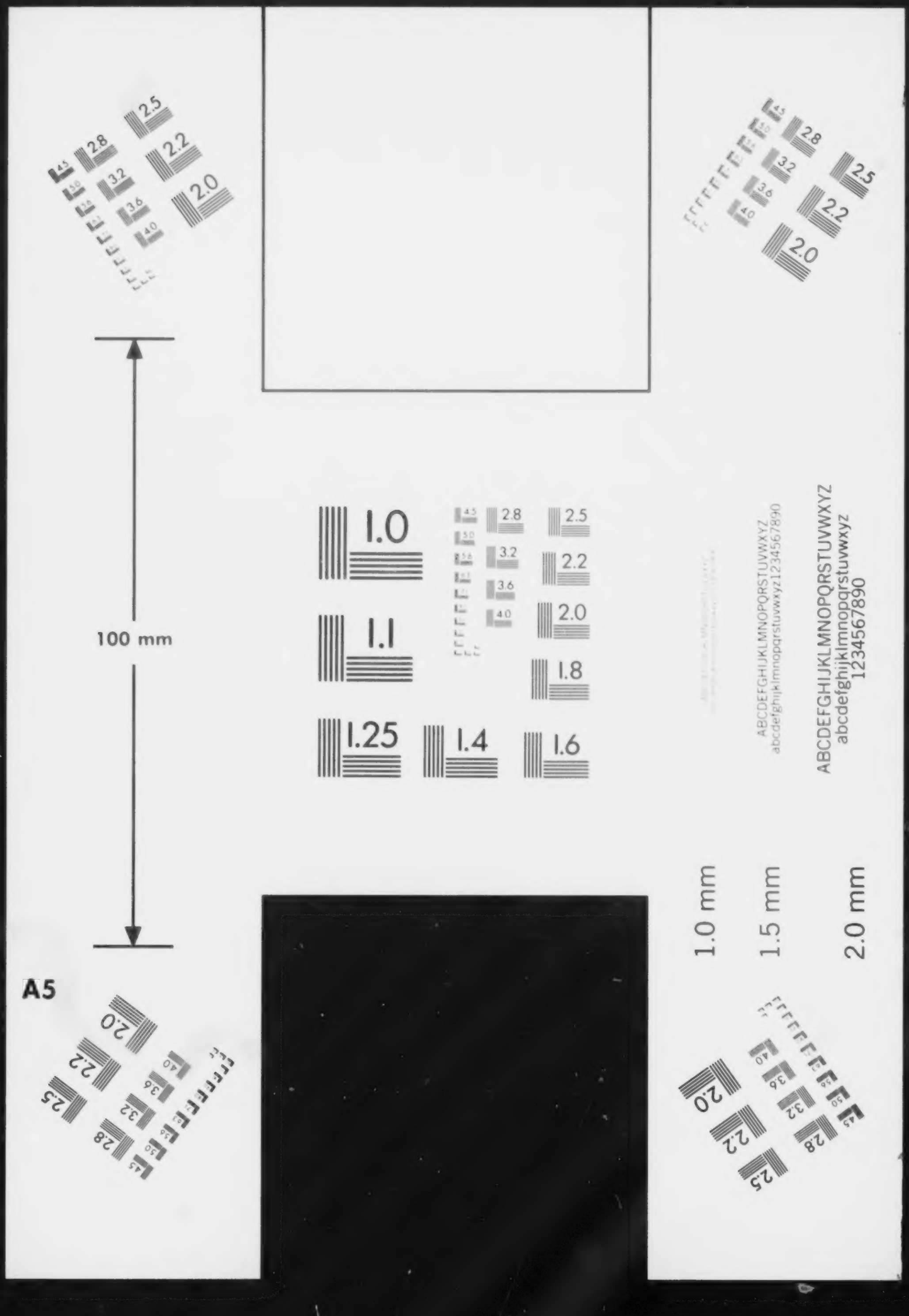
What provisions presently exist to enable students to transfer from TAFE courses into higher education.

Please give examples, from all Schools in your College, of college policy and policy directions.

Almost all responding colleges in New South Wales considered they had little, if any, part in formulating policy to enable students to transfer from TAFE courses into higher education. The clear indication was that NSW colleges considered that policy formulation in this matter was the province of the heads of schools each of whom has a responsibility for the administration over the whole state of a particular 'teaching school' in one of the 24 identified disciplines of TAFE courses in NSW. This view which had an effect on the rate of return of questionnaires from NSW colleges (Section 3.1.1) is confirmed by the recent project undertaken by the NSW Department of TAFE (Section 4.8.4(b)).

College views in NSW may be best summarised in the statement in the return from one college to the effect that:

> College policy and college directions are set by the Director (Schools) after considering recommendations from Heads of Schools (Shepherdson, 1985 p.1).



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Only one NSW TAFE college gave a statement of policy and policy direction. This was the Orana Community College which was established in 1980 to serve a large and relatively isolated area of NSW, and its terms of reference vary somewhat from those of a conventional TAFE college in NSW. The published statement of its corporate goal includes the following in relation to enabling students to transfer from TAFE courses into higher education:

> To be concerned with ways of meeting, either from its own resources or in association with other bodies or organisations, the individual educational needs of persons beyond the usual age for secondary education (Schulstad, nd)

and

> To provide assistance to persons seeking to undertake or undertaking courses through other institutions (Schulstad, nd).

The Orana College indicated how such a policy was being implemented in linking, and in negotiating links, with three institutions of higher education for its TAFE students in two fields of study provided by the college.

The Orana Community College is charged in its terms of reference with establishing a strong liaison with universities and colleges of advanced education outside the Orana region of New South Wales with the long-term view of conducting the early stages of advanced education courses within the Orana Community College.

- There have been a series of discussions between the Orange Agricultural College and the Orana Community College regarding the introduction of the Associate Diploma of Secretarial Studies from Orange.

- Copies of the Management Certificate and Accountancy Certificate syllabuses have been forwarded to the Mitchell College of Advanced Education for assessment with a view to credit being granted in the Bachelor of Business Studies.

- NSWIT grants credit to students who have completed the above courses (Schulstad, 1985).

It seems that Heads of Schools in NSW play the most active role in facilitating student transfer from TAFE into higher education courses. However, as information on the extent of this role was not sought in the questionnaire, the little information gleaned should not be taken as representative of how much has been done by Heads of Schools in NSW to enable TAFE students to transfer into higher education.

Many colleges stated that policy was set by heads of schools, but none went on to say what was the nature of that policy and its directions.

Of the 57 colleges representing all territories and states, other than NSW, only ten colleges might be said to have a policy designed to assist cross-sectoral transfer and that number could only be attained by a liberal 'between the lines reading' of six of those ten.

Of those few colleges which could be seen clearly to have a statement of policy, the Elizabeth College of TAFE in SA indicated, in the matter of assisting students to transfer into higher education courses, that:

> college policy and policy direction is formulated on a regional basis through the SA College of Advanced Education/Elizabeth TAFE Standing Committee (Treloar, 1985).

The committee which is informal comprises four senior staff of the TAFE college including the principal, and four senior staff of the Salisbury campus of the SACAE including the dean of that campus. The committee has been in existence for two years and meets three times each year. Since its inception, three cross-sectoral links have been forged between TAFE courses and higher education courses at SACAE.

The Melbourne College of Decoration, a special purpose TAFE College, which has annual student contact hours in excess of half a million, has in its 'Programs Directions' section of its Institutional Profile the following policy statements:

> To extend recognition of State, National and International levels for College Programs (Sapwell 1985, p.1)

and

> To promote course flexibility through the development of career linkages and credit transfers in liaison with other educational institutions (Sapwell 1985, p.1).

Similarly, Sunraysia College of TAFE at Mildura, Victoria stated that:

> College policy is to endeavour to have College Course Credits recognised by Colleges of Advanced Education, Institutes of Technology and universities (Lyons, 1985).

Adelaide College of TAFE has the following specific policies to assist students to transfer from TAFE courses into higher education.

- To provide bridging programs and information services to Aboriginal people.
- To enable graduates from the Certificate in Advanced Music to proceed to tertiary music courses at the Adelaide University and SACAE (Stanford, 1985). (see Section 4.6.1 and Section 10.4).

If the assumption taken in this study that completed TAFE qualifications should be one means of entry to higher education is accepted, the apparent lack of interest of TAFE colleges in developing policies on cross-sectoral transfers does cause some concern.

One college stated:

> There is no formal college policy, nor is there a Divisional policy with regard to entry of TAFE students to Tertiary Institutions.

It is recognised that some TAFE colleges see many of their courses as being ends in themselves and that these are not, and should not, be structured to facilitate any flow-on into higher education courses. Some colleges stated that this was the view held. It is also recognised that the numbers of TAFE qualified students, who are capable of undertaking a higher education course and who also wish to do that, may be small, but the lack of policy in TAFE colleges directed at assisting their students to go further in their educational development may be the greatest and most important factor of influence in keeping the numbers small.

If this latter point is true then it becomes a matter of judgment as to whether the effect of the lack of policy is of benefit to students and to national development in general. If the assumption in this paper is accepted, the judgment would be that lack of policy on cross-sectoral transfer is neither in the student or national interest.

4.11 TRANSFER AGREEMENT BETWEEN TAFE AND HIGHER EDUCATION

What provisions presently exist to *enable* *students to transfer from TAFE courses into higher education?*

Please give examples, from all Schools in your College, of agreements negiotiated with CAE's, Institutes of Technology and Universities.

Thirty-three of the 87 colleges indicated that they had negotiated agreements with institutes of higher education. As some colleges had negotiated an agreement or agreements with more than one faculty of an institution or with more than one institution, the number of agreements in existence and operation increases to 49. As an indication of what can be achieved, Bruce College of TAFE has negotiated a number of transfer ageements with higher education institutions (Griffiths, 1986) viz. WAIT, Darling Downs CAE, NSWIT, RMIT.

Seven TAFE colleges indicated that negotiations with an institution of higher education were presently in progress. As two of these colleges are involved in negotiating more than one agreement, the total agreements in the process of negotiation is ten.

In view of the statements made about the lack of college influence on formal policy in TAFE in NSW (Section 4.10), it should be reported that nine of the 30 respondent colleges in NSW currently have 14 agreements in operation with institutes of higher education. In addition, two colleges indicated that they were presently negotiating a further three agreements.

It is unclear from the data available as to whether any of the present and possible agreements between NSW colleges and institutes of higher education have or are being framed with the guidance and involvement of heads of schools in the NSW TAFE hierarchy or not.

It was impossible to determine accurately from the questionnaire returns the mix of formal and informal agreements.

The disadvantages of having policy stored in the minds of those who implement it, which has been pointed out above (Section 4.13), applies equally to informal agreements. The principal disadvantage is that others may have difficulty in learning of the existence of the agreement and the true nature of that which has been agreed. In some cases, those others may include people who have some responsibility for informing students of any agreement.

A further disadvantage of retaining details of any kind of agreement only in the minds of those who agree is that the dangers of misunderstanding and misinterpretation can be increased markedly with the passage of time. An equally important disadvantage is that the informal agreement may have only been between two individuals and when and if the one disappears from the scene the agreement is in danger of lapsing.

4.12 LINK, BRIDGING OR FEEDER COURSES

What provisions presently exist to enable students to transfer from TAFE courses into higher education?

Please give examples, from all Schools in your College, of link, bridging or feeder courses run by your institution for students seeking access to higher education.

In responding to the question as to whether colleges provided link, bridging or feeder courses for students seeking access to higher education, 27 of the 87 colleges indicated that such courses were provided. As some colleges provided more than one link, bridging or feeder course, the total of courses provided was 36.

The range and number of link, bridging or feeder courses provided are shown in Table 7.

Three colleges indicated that link, bridging or feeder courses were being planned but their nature was not specified.

A breakdown of the 36 courses currently provided and three currently being planned over 87 colleges on a state/territory basis is shown in Table 8.

TABLE 7
Number of bridging courses provided by discipline

Disciplines	No. of bridging courses
Science, including Applied Science	8
Various for disadvantaged groups	6
Engineering	4
English	4
Art, including Visual Art and Design	3
Mathematics	3
Tertiary study skills	3
Hotel management	1
Horticulture	1
Nursing	1
Primary teaching	1
Unspecified	1
Total	36

TABLE 8
Link, bridging or feeder courses provided or planned by State and Territory

	Number of respondent colleges	No. of courses provided	No. of courses planned	No. of colleges prov./plan.	Percentage *
NSW	30	2	1	3	10%
QLD	9	7	-	6	67%
VIC	16	10	1	8	50%
SA	15	7	-	5	33%
WA	11	8	-	4	36%
TAS	3	1	-	1	33%
ACT	2	-	-	-	-
NT	1	1	1	1	100%
Total	87	36	3	27	31%

* Percentage of respondent TAFE colleges providing or planning link, bridging or feeder courses for students seeking access to higher education.

Although the question was not asked directly of higher education institutions, indications are that very few provide bridging or link courses. It would appear that there is a gap in provision in this area.

This view is supported by the fact that 11 colleges said that an important provision that should be made to facilitate the transfer of TAFE qualified people into higher education course was the development of bridging courses.

The views of the TAFE colleges on the need for bridging courses is summed up by Wilkins (1985) in the return from Regency College:

> A greater effort by higher-education institutions in providing bridging courses, in association with pertinent status granting, would be of mutual benefit.

There is therefore a degree of consensus among the TAFE colleges on the need for bridging courses to higher education. This identification of need prompts the question as to who should provide them. A number of respondent TAFE colleges clearly indicated that, in their opinion, the provision of this type of course was not a TAFE College responsibility but that the providers of such courses should be the higher education institutions into which TAFE qualified people seek entry.

As bridging courses seem to fall outside the traditional and generally accepted range of educational programs provided by both TAFE and institutions of higher education, some consideration and resolution of the problems as to the guidelines under which they should be developed and who should develop them is necessary.

The proposition here is that both parties have a role to play. On the one hand is TAFE which has brought students through study to a point from where the bridge has to be built has a responsibility, and on the other hand are the higher education institutions which stand at the opposite point with the knowledge of what the student needs to be able to take up further studies.

Bayly-Stark (1986a) reported on one case of joint development. The Tasmanian State Institute of Technology (TSIT) in conjunction with Tasmanian TAFE offers a course entitled 'Study Skills in Tertiary Education', which is a combined general bridging and study skills program. The course is conducted by the institute in conjunction with key liaison persons from the TAFE sector in Northern Tasmania. The course caters for persons wishing to transfer from TAFE to a higher education course, although it is not aimed exclusively at this group.

Funding for the 1985 course which was especially directed at young people, was obtained from CTEC following successful 'Return to Study' courses previously conducted by the Institute. In 1985 over 150 persons participated in the 12 hour program. Twenty percent of the people were still at school, a further 28% had left school in the last two years and the remainder were 'mature age'.

The aims of the course are to

- assist students to develop confidence in their capabilities and potential;
- assist students to realise the reality of coping with academic, personal and social demands in the first term;
- assist persons to assess their own ability to cope with these demands;
- equip students with a range of study skills and learning resources.

The course ultimately aims to assist potential students to be successful in the course they choose. Students are given guidance as to the level of study appropriate to their ability, education level and career aspirations. At present, a diagnostic assessment of English and mathematical skills is being developed for use in the program. Short six week bridging courses in foundation mathematics and physics have also been developed for use on an external basis by potential students or for use in TAFE colleges as appropriate.

The study skills course has been enthusiastically received by the community and will continue in 1986 in a co-operative manner between TAFE and the TSIT.

Haig, (1985) commented on the Foundation Course offered by the Flinders University of South Australia. Beasley (1986) who is responsible for the course at Flinders University suggested that this course and the community based access program conducted by the University might facilitate cross-sectoral transfer by preparing students for university study even though their TAFE certificate might satisfy entrance requirements.

4.13 OTHER INITIATIVES TO FACILITATE CROSS-SECTORAL TRANSFER

What provisions presently exist to *__enable__* *students to transfer from TAFE courses into higher education?*

Please give examples, from all Schools in your College, of other initiatives.

Though the number of colleges providing such information was small and represented only 15% of all TAFE colleges which took part in the survey, a miscellany of initiatives were referred to in responses from colleges.

The initiatives may be summarised as follows

- Six colleges indicated that they were embarking upon a program of strengthening and building on the relationships they had with institutes of higher education, by negotiating entry to their courses for TAFE qualified people and attempting to gain increases in exemptions and transfers of credit where these could be justified. Of these six colleges, Cairns College of TAFE reported that:

  > Current negotiations are underway to establish a college-based enclave program for students to undertake full-time external studies through the South Australia CAE. At this stage, this is only being considered in respect to one course - Associate Diploma in Aboriginal Studies. The concept is that students will attend full-time at this campus, and complete their external studies in a supportive group environment (Betts 1985, p.1).

  This example of forming cross-sectoral links is interesting as a vast distance lies between the Cairns College of TAFE and the SACAE. The example might serve to prompt some TAFE colleges which felt they could not establish a link with a higher education institution, as it was '70 kilometres away' or as another said, 'two and a half hours away', to re-evaluate their positions.

- The Adelaide College of TAFE reported that there would be ongoing negotiation between it, the University of Adelaide, and the SACAE so that there may be an even more unified approach in the provision of the three tertiary music courses in Adelaide. There is at present close links between the Adelaide College of TAFE and the University of Adelaide. Links have been established between the college and the SACAE and these are being developed further. The history, nature and extent of the arrangements between the three providers of music courses in South Australia is fully discussed in the Case Study in Section 10.4.

- Orana Community College indicated that it was making a variety of its resources available to students of higher education courses (Schulstad, 1985). Woden College of TAFE reported that a study skills centre had been established enabling students to enrol in order to improve skills of value in higher education (Woden College of TAFE, 1986).

- The Queensland College of Art reported that members of its staff teaching in TAFE courses also taught in CAE courses and so had a greater understanding of CAE courses, their entry reqirements and their correspondence to the TAFE courses etc. The involvement of their teaching staff in higher education courses was seen as an innovation of benefit to TAFE students as they had immediate and ongoing access to information concerning appropriate higher education courses to which they might be attracted to seek entry (Dunglison, 1985).

- Riverland College of TAFE, which has its headquarters at Renmark in SA, reported that its representation on the TAFE Tri-State Consultative Committee, which has representatives of Sunraysia College of TAFE, Mildura, Victoria, and Broken Hill College of TAFE may bring some future benefit to students of the Riverland college. The college has reported on the development at Sunraysia College where the first year of selected courses is to be offered under an agreement with Ballarat CAE. The Riverland college already has close links with the Sunraysia College and sees that as an avenue through which TAFE college students may, in the future, get some educational credit in Ballarat CAEs programs (Williams, 1985).

Only one college indicated a level of frustration in its response to the taking of 'other initiatives' by stating:

> We would do what we could if CAEs and Universities were responsive.

CHAPTER FIVE: PROVISIONS WHICH EXIST TO INFORM AND ENCOURAGE STUDENTS TO TRANSFER FROM TAFE TO HIGHER EDUCATIONS COURSES

5.1 PROVISIONS BY TAFE COLLEGES

What provisions presently exist to inform and encourage students from your College to transfer from TAFE courses into higher education courses?

In Question 2 of their questionnaire TAFE colleges were asked to detail the provisions which currently existed to inform and encourage students from their college to transfer from TAFE courses into higher education courses. They were asked to include information from all schools and list specific examples.

Of the 87 useful responses (Section 3.1.1), 12 did not provide any answer to question 2.

All responses were analysed and the result of such is shown in Table 9. This indicates by state/territory

(a) the numbers of responses and their total.

(b) the number of colleges which made a specific response to any of the seven sections of the question (a specific response counted indicates that a college used that activity in the process of 'informing and encouraging' students).

TABLE 9

Number of TAFE colleges which provided positive responses to identified practices for informing and encouraging students to transfer from TAFE to higher education courses by state/territory

	NSW	QLD	VIC	SA	WA	TAS	ACT	NT	Total
	30	9	16	15	11	3	2	1	87
1 College policy and college directions	-	-	-	1	1	-	-	-	2
Percentage	-	-	-	6.7	9.1	-	-	-	2.3
2 Formal information given to students through courses, lectures, brochures etc.	14	2	5	7	4	1	1	1	35
Percentage	46.7	22.2	31.3	46.7	36.4	33.3	50.0	100	40.2
3 Handbooks, calendars of higher education made available to students	20	3	10	13	8	2	2	-	58
Percentage	66.6	33.3	62.5	86.7	72.7	66.6	100	-	66.7
4 College initiatives	4	2	8	8	-	2	2	-	27
Percentage	13.3	22.2	50.0	53.3	-	66.6	100	-	31.0
5 Individual initiatives	8	1	3	6	3	1	-	-	22
Percentage	26.7	11.1	18.8	40.0	27.3	33.3	-	-	25.3
6 Student counselling	21	6	14	10	10	3	2	1	67
Percentage	66.7	66.7	87.5	66.7	90.9	100	100	100	77.0
7 Communication with CAEs, institute of technology or universities	11	3	11	9	8	2	2	1	47
Percentage	36.7	33.3	68.8	60.0	72.7	66.6	100	100	54.0

5.2 ANALYSIS OF TAFE COLLEGE RESPONSES

A three-way analysis of variance of the responses to each part of question 2 of the TAFE questionnaire and for the parts taken together for each of the independent variables of state, size of college and its location with regard to the provisions which existed to inform and encourage students to transfer to institutions of higher education was undertaken.

5.2.1 Preparation of data

a) Responses to questionnaire

Each response to the separate questions in the questionnaire was coded 1 or 0.
1 if the college gave a positive response to the question
0 if the college gave a negative response or did not respond.
For the purposes of this analysis, no response (indifference) was not distinguished from a negative response (opposition).

A score for each college for the answers taken together (i.e. range of activities) was obtained by adding the individual scores of each part of question 2. This was to give an overall indication of college support for cross-sectoral transfer. The score range was 0-7.

b) State/Territory

Each college was coded by the state or territory in which it was situated

- New South Wales - 1
- Victoria - 2
- Queensland - 3
- South Australia - 4
- Western Australia - 5
- Tasmania, Northern Territory, ACT - 6

c) Size of college

Colleges were coded as small, medium and large on the basis of the following annual student contact hours.

1.	Small	0 to 299999
2.	Medium	300000 to 999999
3.	Large	1000000 and above (CTEC, 1986).

d) Location of college

TAFE colleges were coded according to whether they were within commuting distance of a higher education institution (1 yes, 2 no). No hard and fast rules were set for the coding, but the guideline was that the TAFE college should be within 15 km of a higher education institution.

5.2.2 Responses to each part of the question

On a scale of 0-1, the grand means of the responses by all colleges to Question 2 are shown in Table 10.

TABLE 10
Grand means of TAFE college responses to the parts of Question 2

Part	1	2	3	4	5	6	7
Grand Mean	0.02	0.40	0.68	0.34	0.23	0.77	0.54

The most common method of informing students was through student counselling. The second most common method was by providing students with higher education handbooks and calendars.

5.2.3 Variation of parts of question 2 with the independent variables

There were only two significant relationships (significance $\leq$ 0.05).

a) In question 4 (the use of school initiatives to inform and encourage students to transfer from TAFE courses into higher education) there was a significant relationship between the use of school initiatives and the state or territory. New South Wales and Queensland colleges had the lowest mean scores and the Tasmania and the teritories the highest.

It has been noted already (Section 3.1.1) that New South Wales TAFE colleges considered that the question of cross-sectoral transfer between TAFE and institutions of higher education was not the responsibility of TAFE principals. In both New South Wales and Queensland, the results may be a further reflection of the centralised systems which were seen to lead to the lower rate of return from these states.

By contrast, the TAFE colleges in the ACT and the TAFE section of the Darwin Institute of Technology have considerable autonomy.

b) In Question 6 (the use of student counselling to inform and encourage students to transfer from TAFE courses into higher education), there was a significant relation between the use of counsellors and the size of the college. Small colleges tended not to use counsellors, perhaps because they do not have them.

5.2.4 Variations for the range of activities in question 2

a) Variation of the full range of activities between the states/territories.

A three-way analysis of variance showed that there was a marginally significant (significance = 0.059) variation in the range of activities among the states. Table 11 gives the details of the results.

TABLE 11
Mean scores of the range of activities to inform and encourage students to transfer from TAFE courses to higher education by state/territory

State	Number of responses	Mean score
New South Wales	30	2.60
Victoria	16	3.19
Queensland	9	1.89
South Australia	15	3.53
Western Australia	11	3.27
Tasmania/Territories	6	5.17
Australia	87	2.99

Keeping in mind the marginal significance of these results, TAFE colleges in Tasmania and the territories take most steps to inform and encourage students in cross-sectoral transfer and Queensland TAFE colleges take the least.

b) There was no significant variation in the full range of activities associated with variation in the size or location of the college.

c) Interaction effect between size of college and state/territory on variation in the full range of activities.

The analysis of variance found a significant interaction effect (significance = 0.029) between the size of the college and the state/territory on variation in the range of activities. Table 12 gives the details of the results.

TABLE 12
Mean scores of the full range of activities to inform and encourage students to transfer from TAFE courses to higher education for size of college and state

	Size of colleges			
State	**Small**	**Medium**	**Large**	**All colleges**
New South Wales	2.09(11)	3.00(8)	2.82(11)	2.60(30)
Victoria	-	3.43(7)	3.00(9)	3.19(16)
Queensland	2.00(2)	3.00(4)	0.75(4)	1.89(9)
South Australia	2.20(5)	3.17(6)	5.75(4)	3.53(15)
Western Australia	6.00(1)	3.17(6)	2.75(4)	3.27(11)
Tasmania/Territories	-	4.67(3)	3.67(3)	5.17(6)
Australia	2.33(18)	3.29(34)	3.03(35)	2.99(87)

Note: The number of cases is given in parentheses.

Large Queensland colleges have a significantly low mean score - they take little action to inform and encourage TAFE students to transfer to higher education courses.

Large South Australian colleges have a significantly high mean score.

5.2.5 General comments

a) There are very few differences between states and territories in practices, methods used and procedures followed in the process of 'informing and encouraging' students to transfer from TAFE courses to higher education courses. However, overall, TAFE colleges in Tasmania and the territories take most steps and Queensland TAFE colleges take the least.

b) Only two of the colleges stated their policy in relation to encouraging and informing their students on transferring from TAFE to higher education. The responses of these colleges outlined how that policy was implemented. Whilst other colleges may argue, and rightly so, that they have a policy manifested in the practice of providing higher education handbooks, using student counselling and taking other initiatives in encouraging and informing students, it is noteworthy that only two were able to state formal policies.

c) Few of the responses indicated any active encouragement of students to transfer to higher education. However, Mt Lawley College of TAFE stated:

> The college encourages students to go on to Tertiary Institutions if they do well in our courses and (the college) tries to get the best conditions of entry for the student (Snowdon & Hawke, 1985, p.1).

In contrast, another college stated that:

> Provisions are made to inform students, but we do not encourage them to transfer to higher education courses.

d) Many colleges in some states/territories would have a staff member or members who, as part of their duties, would act as an equal opportunities officer. Only one college stated that an equal opportunity officer/s along with counsellors and course information officers, played a part in the process of informing and encouraging students.

e) Forty-seven of the colleges acknowledged more than superficial contact with institutes of higher education. Given that the arrangement of entry/exemption/status in higher education courses is frequently facilitated by direct negotiation by TAFE and higher education staff members there may be benefit for students and others if an increase in communication between the sectors was developed.

f) Fifty-eight of the respondent colleges stated that they used handbooks and calendars of higher education institutions in informing students of courses into which they may be able to transfer. Several colleges in their response expressed dissatisfaction with some handbooks and calendars on the grounds that, in a number of instances, they were out of date or did not contain all of the real information on entry, exemption, transfer of credit and status granted to

TAFE qualified students. As the use of handbooks and calendars is of demonstrated importance, and, as the counselling of TAFE students is a practice followed by 77% of the respondent colleges, it is essential that these publications of higher education institutions should be up-to-date and contain all the information necessary for students and those who counsel them to be properly informed.

g) In discussing the nature of the formal information given to students, the most common response was that the TAFE college merely displayed brochures relating to higher education courses on notice boards. Therefore, the number of colleges which made a formal process of informing and encouraging by way of an orientation lecture or some other formalised process was very small. This may be the result of colleges having no formal policy of informing and encouraging students to consider transferring to higher education courses.

5.3 PROVISIONS WHICH SHOULD OR COULD BE MADE TO INFORM AND ENCOURAGE TAFE QUALIFIED STUDENTS WISHING TO TRANSFER TO HIGHER EDUCATION

What further provisions do you think should be, or could be, provided for those students who wish to transfer their study in higher education.

Twenty-three colleges did not provide any answer to this question and a further two colleges said they could not suggest any further provision which might facilitate the transfer of TAFE qualified persons into higher education.

5.3.1 No need for further provision

The Queensland College of Art said that it considered the present arrangements were satisfactory. Dunglison (1985) said:

> I think our present policies are adequate for those students wishing to transfer into higher education from TAFE courses.

It should be noted that this college offers both TAFE and advanced education courses and that staff of the college teach both. The comment refers only to students doing TAFE courses.

5.3.2 Opposition to facilitating transfer

Woden TAFE College (1985) said that the system of facilitating the transfer from TAFE to higher education may be the incorrect path to take:

> Transfer from TAFE to higher education may be the wrong approach since TAFE courses would need to be articulated to particular Universities or CAE's. American Community Colleges have found a need to sharply differentiate between such transfer programs and courses that prepare students for particular vocations. That is, transfer programs tend to be fully articulated and are of a preparatory nature and are rarely courses that are complete in themselves nor do they pretend to prepare their students to function as skilled operators or para-professionals in the work place.

5.3.3 Provisions to facilitate transfer

Such a view however, does not seem to be shared by the remaining sixty-one respondent colleges. Their views are as follows:

a) More adequate recognition of TAFE qualifications

Twenty-two colleges said that there was a need for more adequate recognition of TAFE qualifications within higher education institutions. Many of the twenty-two colleges also considered that such recognition should be formalised.

Referring to a case where a particular TAFE course is actually taught by lecturing staff from a university, Armidale College of TAFE said:

> . . . students completing the BTC (Biology Technicians Certificate) course have studied Microbiology at greater depth than have students completing a first year University course in the same subject, yet are not allowed credit in that subject (Hayes, 1985).

In commenting on the recognition of TAFE courses by higher education institutions, the ACTD working party on articulation of programmes (Pattison, 1985) concluded that there should be general acknowledgement of the principle that credit granted should be substantial in order to provide incentives.

This view was echoed by Croydon Park College of TAFE which said that every effort should be made to remove the barriers to transfer and provide as much transfer of credit as possible:

> This process should encompass Secondary/TAFE and TAFE/Higher Education interfaces to provide a practical demonstration of the 'continuous process' policy of education (Norman, 1985, p.2).

b) A change in attitude by higher education institutions.

In the opinion of many TAFE colleges, this is the first problem which should be tackled.

Regency College:

> A greater tolerance and recognition by higher institutions that the output of TAFE is of a high academic, as well as practical, standard. This lack of recognition may be related more to the engineering disciplines than commercial or business studies (Wilkins, 1985).

RMIT:

> The major requirement to facilitate transfer between TAFE and higher education would be an agreed recognition of the scope and level of subjects studied in TAFE and an agreement on their corresponding value in an advanced education course. This would probably need to be complemented by some adjustment, where practicable, in TAFE subject syllabi to gain full value from them in terms of recognition for advanced education studies (Mudd, 1985).

Midland College of Technical and Further Education:

> It has been a concern that if a person completes a TAFE qualification, the acceptance to higher learning is entirely in the hands of that institution, e.g. a TAFE Diploma in Accounting is not automatic entry to Bachelor of Business and if one gains entry, exemptions are limited to possibly one or two first year subjects (even though the top end TAFE is similar to bottom end higher education) (Serles, 1985, p.2).

c) Provision of links and liaison between TAFE and higher education

Fifteen colleges advocated provision to facilitate transfer from TAFE to higher education by establishing links and liaison between TAFE colleges and institutions of higher education and improving upon these where they already exist.

The general opinion of TAFE colleges is summed up by Roach (1985) at the Warnambool College of TAFE when she advocates:

> More liaison between TAFE colleges and higher education institutions so that higher education institutions are aware of the content of certificate courses.

d) Joint course development

One of the many and useful methods of establishing formal links and liaison between TAFE colleges and institutions of higher education may well be in an increased level of joint course development. A very good example of this is contained in the case study (Section 10.1) of this report where the development of the Degree in Urban Horticulture course is described. This was the result of a joint venture between the NSW Institute of Technology and the Ryde School of Horticulture (TAFE) which arose from approaches to NSWIT by TAFE for liaison in development of courses in several areas of horticulture (NSWIT, 1984).

Five colleges advocated joint course development so that articulation of courses could be achieved.

For example, Sunraysia College of TAFE suggested:

> Closer liaison between TAFE colleges and Higher Education Institutions in development of course content with a view to cross sectoral credit (Lyons, 1985),

while Prahran College of TAFE said that:

> Curriculum should be developed and co-ordinated appropriately to enable students easy transfer across various educational levels (Styevko, 1985).

e) Increase of information

Six colleges said that a further provision that should or could be made was an increase of publicity and information concerning possible transfer options and arrangements.

The views of the colleges were summed up by a counsellor at Sydney Technical College who stated that, 'Counsellors no doubt would be assisted (in advising TAFE students) if there was set out, in one publication, the entry provisions for transfer from TAFE to various University and CAE courses' (Brigden, 1985), while a representative of the School of General Studies at the same college said that '. . . there should be a query centre'.

Recommendations on the information issue are made in Section 11.2.

f) Increase in counselling

Four colleges of TAFE said that the lack of student counselling staff was a problem and its provision either on a full-time or part-time basis was important in facilitating the transfer of TAFE qualified people into courses at institutions of higher education. Of these four, the Townsville College of TAFE said:

> The lack of student counselling available in TAFE tends to exacerbate the problem of students who wish to transfer from one institution to another (Sielaff, 1985).

Noarlunga College of Technical and Further Education said:

> The provision of a full time counsellor to the college would be the single most important factor to enable us to give students relevant information about higher education (Read, 1985, p.2).

A third college, Murraylands College of TAFE said:

> Additional counselling services would be the best method of assisting those students who might be interested. For this we probably need the services of a student counsellor, and I would like to suggest that such a person could be shared between the Murraylands College based at Murray Bridge and the Hills College based at Mount Barker (O'Connor, 1985).

5.3.4 General comments

TAFE colleges indicated a number of main areas wherein more provisions should be made to inform and encourage students to transfer from TAFE to higher education courses.

a) More adequate recognition of TAFE Qualifications

There is a need for a better, more just and more consistent recognition of TAFE qualifications by higher education institutions. How that is to be achieved is a complex problem, but increased knowledge by those in the higher education sector of the content of TAFE courses seems essential.

Some sympathy must go to higher education institutions in that they traditionally have had to deal with only a matriculation system or entry score system that resulted in the majority of their applicants carrying with them a quantitative measure of their suitability for admission to higher education courses. TAFE qualifications have suffered from lack of such a measure.

The Macquarie University, QIT and the SACAE should be encouraged to develop, extend and refine the systems they have devised to equate TAFE qualifications to a national matriculation or tertiary entrance score. A recommendation on this is made in Section 11.3.2.

The objectives of using such a conversion system would be to develop a satisfactory, equitable and widely-applicable method of assessing TAFE qualifications in relation to traditional ways of quantitatively grading other groups of students. Further, it would allow the TAFE qualified students to know where he/she ranks in relation to other applicants for entry to higher education courses and where he/she stands in relation to the lowest entry score accepted, in the past, for entry to a particular course.

The Australian Film and Television School (AFTS) has a unique method of recognition of TAFE qualifications for its Graduate Diploma in Media Studies (Tennant, 1986). Smith (1985) saw the school as being a pioneer in the recognition and integration of courses from all sectors of tertiary education. Students may take units of study which were deemed to be most appropriate to their needs from any course in any kind of tertiary institution.

Students develop their own course proposals and chart their own curricula. They attend a mix of courses and institutions to obtain credit towards their qualifications. In 1986, there were 310 students attending 32 institutions, among which there were a number of TAFE colleges. There are checks and balances built into the system so that each course proposal is scrutinised carefully before it is approved.

Students complete approximately one quarter and one third of their course requirements through the AFTS and the rest through other tertiary institutions. There are a number of organisational and administrative difficulties constructing a course in this way (e.g. the question of payment to participating institutions, the monitoring of academic standards and contact with individual students). Its strength lies in its flexibility and ability to meet student needs. It is, in a sense, a form of contracting.

This is a unique method of recognition of TAFE qualifications, as students enrolled in a graduate diploma are able to obtain credit towards their diploma by completing subjects in a TAFE college. It should be noted that the TAFE subject must be completed as part of the graduate diploma, an existing TAFE qualification cannot be transferred for credit.

b) Increased links and liaison between TAFE and Higher Education

What little evidence there is of the nature of the linking and liaison suggested that it should involve the academic staff of institutions from both sectors.

In the links which have developed, and in any widening and strengthening of liaison, there has been a tendency to ignore the student. Only a very small number of TAFE colleges involved the student with the lecturing staff of the higher education institution to which the student might transfer. Only one college had arranged for its students to sit in on lectures and tutorials in higher education institutions into which they might seek entry.

One of a number of benefits which might flow from increasing and developing such links and liaison is that the TAFE student may begin to appreciate, where this was lacking before, the different study methods and expectations that might be required if study was continued by transfer to a higher education course. This problem is discussed in Section 8.4 and recommendations made in Section 11.5.3.

c) Joint course developments

This would require a commitment by all involved to a continuum model of education and in some cases a readiness by all parties to give ground i.e. by TAFE to modify or to change some of the curriculum in the final phase of a course and by higher education to do similarly at the beginning stage of some of its courses.

d) Other points

In addition to the points discussed in detail above, TAFE colleges saw the need for

- the development and publication of firm transfer guidelines (Section 4.1.4)
- an increased provision of bridging courses (Section 4.12)
- an increase in the role of governments and government agencies (Section 4.8.4(d).

CHAPTER SIX: THE SUCCESS OF STUDENTS UNDERTAKING CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION

What is known of the success rate of TAFE students who have transferred to courses in your institution? If this information is not known, are there plans to make it available in the future.

6.1 UNIVERSITIES

Of the 16 universities which responded to the survey, two gave no answer to this question. Of the 14 which did reply to the question all said they had no data on TAFE qualified students and 13 said they had no plans to procure this data in the future. One university said it may procure the data in the academic year 1986.

Three universities did offer some general comment. The ANU suggested that TAFE qualified students probably performed at the same level as other adult students, namely slightly better than the average first year student (Dubs, 1985).

Deakin University stated:

> TAFE qualified students of Gordon Technical College who have completed TAFE analogues to Deakin programs generally have a high success rate. This is particularly so in the Bachelor of Commerce degree program for applicants who are admitted on the basis of the Gordon Certificate of Accounting or Certificate of Business Studies (Pritchard, 1985, p.2).

It is remarkable that this is occurring in the same state in which another university stated in its response that no middle level certificates satisfy the state's university entrance requirements.

The University of NSW stated that:

> Each of the faculties accepting TAFE students is satisfied with their performance as students (Gannon 1985, p.1).

One testimony on the success of TAFE qualified students in universities came from the Wollongong College of TAFE which indicated that students from the first acceptances of TAFE qualified students in Applied Science gained the university medal in two years out of three and that the university now gives preference positions to TAFE students qualified in chemistry (Shaw, 1985).

There were no adverse comments concerning the performance of TAFE qualified students as compared with other groups of students.

6.2 CENTRAL INSTITUTES OF TECHNOLOGY

Of this group of five institutes, four said they had no data and two of these indicated there were no plans to obtain such information. RMIT indicated that programs were already in train to extract information on the relative performance of all application groups including TAFE Certificate students. SAIT indicated that the data would be available from the 1986 intake onwards (Watson, 1985).

NSWIT commented that, although no detailed analysis had been done on the performances of TAFE qualified students, the various schools have indicated that this group of students had performed satisfactorily in relation to other students (Shiels, 1985).

There were no adverse comments concerning the performance of TAFE qualified students as compared with other groups of students.

6.3 OTHER COLLEGES OF ADVANCED EDUCATION

Of the 24 colleges in this group which responded to the survey, 21 indicated that no firm data on the performance of TAFE qualified students were available. Fifteen of these also indicated there were no plans to obtain such data in the future. Six of the 21 advised that plans were in train to obtain such information in the future.

Three colleges did not answer the question.

Four institutions provided the following comments:

- Detailed information on the success or otherwise of ex-TAFE students is not centrally monitored by the Institute, although some Schools (e.g. Business) have - in order to review exemptions granted for previous TAFE studies - followed the progress of such students. The success rate of business students has been mixed and has not resulted in any increase in credit. However this has not been viewed as a general indicator of success or otherwise across the Institute.

It is anticipated that as applications for admission on the basis of TAFE qualifications increase in the future, such information will be requested and recorded (O'Flaherty, 1985).

- Their performance as measured by final marks has been indistinguishable from students who have entered the course conventionally (McConnell, 1985).
- The success of students accepted has been good but the numbers are very small and it would not be statistically significant (Pell, 1985).
- Success rate (at the Queensland College of Art) is very high for students entering Diploma and Bachelor courses from previous TAFE courses (Dunglison, 1985).

Aust (1986) has examined the last situation more closely. He reported that the underlying belief held by CAE staff is that those who have undertaken relevant TAFE courses are able to succeed better both through their knowledge of the area and their folio work. Furthermore, TAFE students show a more appropriate pattern of study methods and expectations compared with those entering directly.

There were no adverse comments concerning the performance of TAFE qualified students as compared with other groups of students.

6.4 GENERAL COMMENTS

Overall, as only a few institutions are monitoring the success rate of TAFE students who transfer to higher education courses, very little is known of the sucess or otherwise of such students. Some institutions, but regrettably few, indicated that they will monitor the progress of TAFE qualified students in the future. Nevertheless, those which have information on the progress of such students, indicate satisfaction with that progress.

If the assumption that TAFE qualified students form a pool of potentially successful higher education students is to be justified, it is clear that more information on the progress of TAFE qualified students in all institutions of higher education is needed. Moreover, such information is necessary for higher education institutions themselves so that they may develop more precise and equitable admission policies. Recommendations on this issue are made in Section 11.4.5.

CHAPTER SEVEN: THE NATURE OF THE ADVICE GIVEN TO TAFE STUDENTS SEEKING CROSS SECTORAL TRANSFER TO HIGHER EDUCATION

What advice is normally given to students with TAFE qualifications when they first seek entry to your institution?

7.1 ADVICE GIVEN TO STUDENTS WHEN THEY FIRST SEEK ENTRY

7.1.1 Universities

Three of the 17 universities did not reply to the question. Of the remaining thirteen, some gave specific advice to TAFE students seeking admission or credit.

For example, the University of Tasmania usually sends TAFE students seeking admission to the relevant faculty executive officer and enrolment officer for advice on available subjects and for an assessment of their qualifications. At the same time, a recommendation is usually framed on the likely transfer of credit they can be granted (Skinner, 1985).

Other universities offer general and specialist advice to all students. This advice is given by a range of administrative, faculty, counselling and student services staff. Therefore these universities did not consider special arrangements for TAFE students necessary.

Deakin University '. . . has a very close working relationship' with the Gordon Technical College and does not consider it '. . . necessary to provide special advice to prospective students of the university who have TAFE qualifications of the Gordon Technical College' (Pritchard, 1985).

This response was unique for universities which usually do not make special arrangements for TAFE students. Indeed, some universities seemed to be less than helpful to enquiries from TAFE students.

For example, one university gives the following advice:

> Students with TAFE qualifications are advised to complete the Higher School Certificate in Group 1 subjects, or if appropriate a diploma course at a College of Advanced Education.

Another university representative said:

> I regret that your questionnaire does not appear to be susceptible to sensible treatment by us, unless very substantial resources are applied, and this will not be possible unless you supply them. For example, Question 8 (i.e. advice given to students when they first seek entry) appears to misapprehend the workings of the university, or suggest a massive collection exercise.

7.1.2 Central institutes of technology

All five of the central institutes of technology replied to the question. The advice given to students with TAFE qualifications varied greatly between institutions.

When a student with a TAFE qualification makes a first enquiry at the QIT he or she is advised to apply through the Queensland Tertiary Admissions Centre for a place in the quota (Waters, 1985). WAIT refers enquiries to the heads of schools/departments (Hunter, 1985).

Another central institute of technology regards applicants with TAFE qualifications in the same way as all other eligible applicants and a further replied that the advice given '. . . depends on the enquiry'.

7.1.3 Other colleges of advanced education

Of the 24 colleges which responded to the questionnaire only one did not reply to this question.

Again, advice varied greatly between institutions. Approximately one-third of the 24 respondents indicated that holders of TAFE qualifications attempting to gain entry to a higher education course were treated in the same way as other applicants.

Other colleges, however, do give specific advice to applicants with TAFE qualifications.

- Brisbane College of Advanced Education advises TAFE qualified applicants that certificate-level courses in the same field as an advanced education course can constitute a basis for entry, but, if they fail to gain entry, they should pursue Grade 12 studies rather than further TAFE studies (Brownhall, 1985).

- The Queensland College of Art and Macarthur Institute of Higher Education encourage TAFE qualified students to seek entry (Dunglison, 1985) (Gee, 1985).

- Northern Rivers College of Advanced Education advises students of its broad policy of taking into account successful completion or partial completion of a TAFE certificate course when considering applications for admission from students who do not meet the normal entry requirements and of the admission prospects of the student making the enquiry (Rank, 1985).

7.1.4 General comments

The quality and helpfulness of the advice varies widely in all three sectors. At one extreme, some institutions identify potential enrollees with a TAFE qualification as a group justifying special advice. Others do not distinguish them from other students. At the other extreme, some institutions see them as nuisances which have the potential to divert resources from 'real' students.

7.2 SPECIAL ADVICE AND COUNSELLING

7.2.1 Universities

Responses from universities indicated that '. . . more detailed or less formal advice' is provided for those holding TAFE qualifications by some or all of the following:

- graduate staff in the student centre;
- counselling unit staff;
- student centre staff;
- appropriate academic staff;
- student counsellors;
- admissions officers;
- faculty secretaries;
- course co-ordinators;
- allocated academic staff members;
- faculty assistant registrars;
- clinical counsellors.

A number of university responses indicated that TAFE qualified people had access to as many sources for '. . . detailed and less formal advice' as had any other applicant for entry. A number of universities clearly indicated individual counselling was provided and encouraged. It was implied in all other responses that some form of individual counselling is provided.

7.2.2 Central institutes of technology

Responses from the five central institutes of technology indicated that an appropriate range of staff was made available to provide more detailed or less formal advice to TAFE qualified people seeking entry to higher education courses. The range comprised the following:

- student information office staff;
- faculty office staff;
- school or faculty staff;
- counselling service staff;
- course co-ordinators;
- heads of schools/departments;
- student counsellors.

Three of the five central institutes of technology indicated that access to more detailed or less formal advice was provided for all categories of applicants for entry and that TAFE qualified people were not given special treatment.

All five either indicated clearly or strongly implied that individual counselling was available and was undertaken.

7.2.3 Other colleges of advanced education

Colleges provide more detailed and less formal advice to the TAFE qualified person through access to a number of academic and administrative staff. Twenty-three of the twenty-four respondent institutes gave access to one or more of the following:

- director of studies;
- faculty secretary/staff;
- course controllers/teachers/co-ordinators;
- central admissions staff;
- academic secretaries;
- central admissions staff;
- college principal;
- course board of examiners;
- heads of schools/departments;
- student counsellors;
- course co-ordinators/advisers
- director of undergraduate studies;
- selection/admission officers.

One of the twenty-four respondent institutes provided the answer to this whole question simply by stating, 'No counselling'.

A number of responses indicated that individual counselling was provided and its use was encouraged. Several responses clearly indicated that individual interviews and or counselling was mandatory for all students. Such requirements usually applied in small colleges where only a narrow and specific range of courses, such as rural studies, was provided.

Even where it was not clearly indicated that individual counselling was provided, there was a strong implication that it was used to assist all categories of applicants for entry.

7.2.4 General comments

In general, counselling is available to TAFE qualified students who seek to transfer to higher education.

CHAPTER EIGHT: PROBLEMS CAUSED FOR TAFE STUDENTS BY CURRENT POLICIES AND PRACTICES AND SOME SUGGESTED SOLUTIONS

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each course involved of entry difficulties.

8.1 ENTRY DIFFICULTIES

Eighteen colleges provided no answer. Eight colleges reported that they did not know of any difficulties their students might have had in attempting to enter a higher education course.

Eighteen colleges indicated they had no problems on the entry of their students to higher education courses. The majority of this group were small colleges in which very few courses which had any correspondence with a higher education course were provided, or which were geographically isolated from an institute of higher education. It is understandable that such colleges might be unaware of transfer problems being faced by their students.

Three of this group, Wollongong, Swinburne, Shepparton (and Bruce, which was not included in the original analysis) indicated few problems existed for their students in entering higher education courses because a co-operative relationship had been established between the college and the providers of the latter.

For example, Shepparton College of Technical and Further Education stated that:

> because of the excellent relationship with Bendigo CAE there are not many problems encountered for students intending to continue their studies there (Cowley, 1985, p.3).

while Wollongong College of TAFE said that:

> problems do not exist (due to the outstanding performance of TAFE trained Chemistry Certificate students (Shaw, 1985).

Bruce College of TAFE reported that there were no evident difficulties as far as entry to Canberra CAE is concerned. Griffiths (1986) indicated that TAFE students are eligible to apply for entry to the CAE on the basis of successful completion of a certificate program. Although this does not mean automatic entry, problems have not arisen.

To gain entry to the ANU, a student is required to have completed a minimum two year full-time (or three years part-time) certificate programme. The TAFE programme is assessed to determine whether the theoretical component of the course is sufficient.

Students who have completed non-certificate courses are not granted automatic qualification for entry to Canberra CAE. Opinion is that investigations should be undertaken to determine whether or not these students have the necessary competencies to cope with higher education.

It is estimated that 10-15 Bruce TAFE College certificate graduates per year undertake further studies at a higher education institution. The majority of these students enrol at Canberra CAE and most of the rest at ANU. These figures are not high and, as has been pointed out in Section 2.5, considering the high level of year 12 secondary qualifications in the ACT, are disappointing.

Ryan (1986) suggested that the nature of the complaints on entry difficulties recorded above constituted an extremely weak form of evidence in that they have no status other than that of the assertion of a self-interested party. He found the admission by TAFE colleges of deficiencies in their preparation for higher education (Section 8.1.6) more impressive.

8.1.1 Lack of formal and consistent policies

In Section 4.1.4 it was pointed out that it is very difficult to identify the specific policies on entry and status of many higher education institutions.

Twenty-two TAFE colleges indicated that there were problems for TAFE qualified students in gaining entry to higher education institutions because those institutions

- lacked definite and formal policies;
- lacked formal arrangements for entry to courses;
- required students to negotiate their entry on an individual basis.

The School of Mines and Industries Ballarat Ltd stated that:

> The basic problem for students is the lack of any consistent and written policy on prospects for their possible advancement into a Tertiary course (Aitken, 1985, p.2).

8.1.2 Wide variation in the assessment of applications for entry

Many TAFE colleges expressed dissatisfaction at the wide variation across the higher education sector in its assessment of applications for entry.

The following comments are representative of the views of many colleges in this group:

> Some Departments note that the case of transfer from TAFE to a tertiary programme is markedly affected by the current amount of competition for all places in that programme. Perhaps it is easier to put off someone from TAFE rather than someone who qualifies through TAE[1], but it is particularly evident that it is much easier for a TAFE student to transfer at the start of second semester. Uncertainty in this matter makes it very difficult for TAFE staff to advise students and prospective students. The whole situation becomes increasingly unsatisfactory and forms a further unnecessary barrier to transfer (Hill, 1985, p.4).

> The fact that entry to particular higher education courses is often an individual matter for the student concerned to resolve has caused problems in that some Certificate qualified students have been granted entry into some courses but others have not (Kleinschafer, 1985, p.3).

8.1.3 Lack of a National/State policy

It has been suggested by the RMIT Technical College that many of the entry problems discussed above have been caused by the lack of national or state guidelines for the establishment of agreements for cross-sectoral arrangements and, where such agreements have been established, the lack of procedures whereby they can become policy in both higher education and TAFE institutions. At present the best arrangements appear to be in gentlemen's agreements (Baker, 1985). Baker's view is reinforced by the fact that TAFE authorities and the TAFE sector generally have been unwilling to commit themselves to a co-ordinated national approach (Section 4.8.4).

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[1] TAE. Tertiary Admissions Examination.

8.1.4 Lack of standing of TAFE Certificates

The Carine College of Technical and Further Education in Western Australia commented specifically on this point. For both its Laboratory Practices Certificate and Accounting and Computing Certificates, the Tertiary Institutions Service Centre grants an arbitrary aggregate of 270 points which happens to be the minimum score for entry to WAIT (Statkus, 1985).

Ten colleges of TAFE indicated that, a perception that higher education institutions did not give proper recognition to TAFE qualifications created an entry difficulty in the minds of students who might otherwise have considered applying to enter. Colleges saw this lack of recognition, and in extreme cases the dismissal of TAFE qualifications as some kind of illegitimate Year 12 qualification, as a potent deterrent to TAFE qualified students.

8.1.5 Inflexible timetabling in CAEs

Three colleges of TAFE (Elizabeth, S.A.; Hobart, Tas; Leederville, W.A.) offered the opinion that the inability of some higher education institutions to offer courses on a part-time basis effectively discouraged applications for entry by some TAFE qualified people. Courses in the fields of engineering, business studies and applied science were cited as examples (Treloar 1985, Dinely 1985, Markey 1985).

These same colleges also saw the non-provision by some institutions of higher education of course lectures etc. out of normal working hours as a problem for TAFE qualified students. It was argued that the majority of TAFE qualified people were in full-time employment and that as employers were reluctant to enter day-time release arrangements, these people were ruled out of even applying for entry.

8.1.6 Insufficient preparation by TAFE colleges

Regency and Swinburne Colleges of TAFE saw that the study of mathematics in their certificate course as being insufficient preparation for the study of mathematics in some higher education courses. Swinburne indicated it was planning to redress this situation (Wilkins 1985, MacDonald 1985).

8.2 STATUS DIFFICULTIES

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each course involved of lack of status (exemption or transfer of credit).

Some TAFE colleges in Victoria indicated status problems only in relation to students who had completed the Tertiary Orientation Programme. As this was seen as an alternative to matriculation by conventional modes, information given in relation to these students was considered outside the ambit of the study. Taken with those which did not reply, fourteen colleges provided no relevant information in answer to this question.

Thirteen TAFE colleges advised that there were few problems of which they were aware of their students being granted status in higher education courses. The bulk of this group of colleges had no real interest in status for their students as they were either small colleges with a limited range of course offerings with little correspondence to higher education courses, or were geographically isolated and therefore physically remote from an institute of higher education.

8.2.1 Insufficient status

Twenty-two TAFE colleges claimed that higher education institutes gave insufficient recognition to successfully completed TAFE studies by way of status. It must be understood that such claims, in themselves, do not constitute evidence of sufficient status. They must be weighted against the assumption that lack of status given by a higher education insitution is based on a clear understanding by the institution of the value of the TAFE course for credit.

The following comments are representative of the range of opinions on status difficulties held within TAFE colleges:

Mt. Gravatt College of Technical and Further Education

> If a former student completes, in full or in part, a certificate and is successful in obtaining a place at any of the tertiary institutions, NO credit is given for subjects taken at TAFE although the content and evaluation in most cases is as high as that at the receiving institution (Davis and Harris, 1985).

Balga Technical College

> A TAFE Diploma (Certificate in Eastern States' Parlance) commonly, give access to CAE and university programmes. Usually the student is in the position of having also to present an adult matriculation (Brennan, 1985, p.2).

Wembley Technical College

> Attempts to have sets of criteria established for advanced status of Departments graduates who transfer to WAIT have not been resolved (Clarke, 1985, p.2).

Bruce College of TAFE

Griffiths (1986) reported that this college has not negotiated a credit status agreement with Canberra CAE. Status is obtained by individual students approaching individual CAE departments. He commented that TAFE graduates are disadvantaged in two ways:

- Minimal status granted.

  All TAFE heads of school considered that TAFE graduates were not given the status they deserved.

- Inappropriate basis for granting exemptions.

  The decision on whether TAFE graduates will be granted status depends on whether they obtain their year 10 or their year 12 secondary certificate. For the most part, graduates who hold a year 10 certificate will not be granted exemption.

  It was argued that the importance of the level of secondary education diminishes with progress in TAFE. The CAE attitude was seen as undermining the standing of the TAFE Certificate.

8.2.2 Inconsistency in status decisions

Five colleges of TAFE expressed dissatisfaction with the wide variation across the higher education sector in policy and practice in the matter of granting status for successful study in TAFE.

This dissatisfaction is illustrated by the following comments:

The South East College of TAFE

> The Business Studies Certificate (Accounting) students do receive status but the number of units vary between institutions. Students wishing to enrol in W.I.A.E.'s Business Studies Degree received status for only one subject - Accounting 1A. However, this is being reviewed and they may receive status for Business Law I, Accounting 1A and Programming 1A (Sachsse and Hillary, 1985, p.3).

on the other hand:

> Students enrolled in the Bachelor of Business Accounting through the Magill Campus of the S.A.C.A.E. who have successfully completed a Business Studies Certificate (Accounting) receive status in seven first year subjects (p.3).

Canberra College of Technical and Further Education

> The lack of consistent policy and guidelines both within higher education institutions and between institutions leads to an inconsistency in the status awarded for completion of TAFE courses (Kleinschafer, 1985, p.3).
>
> Students have been granted status in some units of a degree at Canberra CAE having completed the Associate Diploma in Geoscience but not at other CAEs or universities (Kleinschafer, 1985, p.3).

Holmesglen College of TAFE

> Negotiation for credit of units differed between CAE's from NIL to 5 or 6 units (Fidock, 1985, p.3).

Gilles Plains Community College

> Gilles Plains College of TAFE raised a quite unique status difficulty. Although credit transfer arrangements had been negotiated with two higher education institutions, there was no certainty that students would actually receive the amount of credit which had been agreed upon (Nussey, 1985).

This lack of consistency in status decisions by higher education institutions leads to anomalies such as those highlighted by Bayly-Stark (1986a). She reported on the anomolies which exist in credit exemption arrangements given to holders of the Tasmanian TAFE Certificate in Chemical Technology by the University of Tasmania (Hobart) and TSIT (Launceston).

The current credit arrangements were negotiated between TAFE staff in the chemistry area and heads of schools in the higher education institutions. The University of Tasmania grants credit equivalent to three-quarters of the first year B.Sc. course, while the TSIT grants credit for two Chemistry units only, representing one-quarter of the first year of the Bachelor Applied Science course. There is obviously a considerable amount of difference between the credit given for two very similar courses. This is of considerable disadvantage to Launceston residents wishing to upgrade their qualifications. A further barrier to cross sectoral transfer to a TSIT course is that the TSIT Science course has changed to a more broadly based qualification than previously and is, therefore, no longer recognised as a qualification for entry to the Royal Australian Chemical Institute. This Institute is the sole professional body representing chemists in Australia.

Due to the different credit arrangements given by the two higher education institutions in Tasmania, together with the more broadly based TSIT course, TAFE Certificate holders in the north of the state still face considerable difficulty if they wish to study at degree level.

8.2.3 Satisfaction with status arrangements

Two colleges of TAFE indicated some satisfaction with the awarding of status to TAFE qualified people.

One of the two, Swinburne College of TAFE, which shares a campus with the Swinburne Institute of Technology, reported that there do not appear to be problems with lack of status (MacDonald, 1985, see section 2.4.4).

Such a view, however is not shared by any other college of TAFE in Victoria which expressed views on the matter.

It seems that the shared campus situation at Swinburne, the close association of TAFE staff and higher education staff and an intermingling of student groups have all contributed to the lessening of problems with status at that particular college.

8.3 THE NEED TO REPEAT STUDIES UNDERTAKEN PREVIOUSLY

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each course involved of need to repeat work.

Thirty-two colleges provided no answer to the question. Of these a number were small colleges with a limited range of course offerings or geographically isolated and as such may have had no first-hand experience of the matter. Twelve colleges said they did not know of problems students may have had in having to repeat work and of this group a few were also small and geographically isolated.

8.3.1 No problems with repeating studies

Eleven colleges said that they considered there were no problems or said that there had been problems in the past but these had now been resolved.

Of this group of eleven colleges, five were small with a limited range of course offerings. Of the remaining six colleges, Wollongong College of TAFE said that direct negotiation between its academic staff and the staff of the Chemistry Department of Wollongong University over a period of years had seen a progression from no exemptions for TAFE qualified students at the outset to the present time where 24 credit points were now given by the university toward the 144 points needed for the award of a degree. However, the response of the college indicated the belief that the amount of status was considered to be insufficient so that by inference there may be need for students still to repeat some work (Shaw, 1985).

Adelaide College of TAFE said that graduates of its three year diploma level Certificate in Advanced Music gain two years status in the Bachelor of Music courses of the University of Adelaide. It would appear from the response of the college that this level of status did not require students to repeat work already done (Stanford, 1985, see Section 10.4).

The Deputy Head of the School of General Studies, The South East College of TAFE, Mt Gambier, South Australia said:

> Most of the students I have spoken to who have either completed an external course or are presently doing an external course, believe that the status was fair (Sachsse and Hillary, 1985, p.3).

The response did not indicate how many students had been questioned on this matter.

8.3.2 Problems with repeated studies

Nineteen colleges said that there was a requirement for TAFE qualified students to repeat work in the higher education courses they had entered. The range of views is encompassed in the following.

Liverpool College of TAFE

> Up to 30% of work in Business Studies and Engineering is repeated (Liverpool College of TAFE, ud).

Prahran College of TAFE

> For instance a student with a completed Certificate in Accounting will not be given any credits or exemptions from any subject in an Accounting Degree though the certificate requires post year 11 entry followed by 2 years full-time study. The certificate has no more status than a Year 12 qualification, and such a student will be repeating work in the first year of a degree (Styevko, 1985).

Elizabeth College of TAFE

> Lack of status being granted, necessitating repeating work previously done in TAFE courses. This particularly applies in Engineering Drawing (Treloar, 1985, Attachment 2).

Devonport Technical College

> Much of the early course material in the B.Bus. course has been covered by C.B.S. A/c graduates - there has been insufficient status given for past studies (Batchelor, 1985).

Grafton College of TAFE

> Lack of status and the need to repeat work completed in a Certificate Course create motivational problems for students who transfer to higher education (Wegner, 1985, p.2).

Ten colleges of TAFE, did not expressly state that TAFE qualified students have to repeat work unnecessarily in a higher education course, but implied that this was so. Typical of such statements was that of Haig (1985):

> Some degree of obstruction has been clearly evident from CAE's in gaining status for Certificate level courses even tho' evidence of equitable standards exists.

Ryan (1986) suggested that the claim of having to repeat studies was based in an assertion of academic equivalence of TAFE courses with higher education courses and that this assertion was based on little evidence.

8.3.3 Benefits from repeating studies

Four colleges said that there was a need for TAFE qualified students to repeat work and that there was some benefit in this. Some views were:

Queensland College of Art

> Where the need to repeat work exists, students may be granted permission by the Head of School to not attend formal classes leading to assessment in the topic . . . Many chose to do the work in any event because the emphasis or expectation of level of outcome is different between TAFE and CAE level courses (Dunglison, 1985).

Canberra College of Technical and Further Education

> A common complaint from students is that having completed a TAFE course they repeat the material in many subjects of higher education courses. However this should be balanced by the fact that students commented that the courses are easily handled having completed a TAFE course (Kleinschafer, 1985, p.3).

Swinburne College of TAFE

> There is no doubt that TAFE students transferring to courses need to repeat work in almost all courses. For example in transferring from the Certificate of Business Studies - Accounting to a Bachelor of Business Studies - Accounting students will repeat considerable parts of their TAFE work. However, this is not regarded as a fault of the system and the work that is repeated, although it may represent a considerable

> portion of the TAFE course, it does not represent a considerable part of the work load in the degree course. With a grounding in the basics of the areas such as cost accounting and auditing before they attempt these units in the degree course, the ex-TAFE students have an excellent opportunity to gain mastery over the degree units rather than lose track of the unit from the outset (MacDonald, 1985, p.3).

Elizabeth College of TAFE

> Repetition of work between institutions always occurs but is nevertheless of value in re-inforcing concepts (Treloar, 1985, Attachment 5).

A somewhat different point of view on the subject of repeating studies comes from the Bruce College of TAFE (Griffiths, 1986). It is maintained that is should be a matter for students themselves to decide if there is any benefit in repeating studies. TAFE graduates are adult and have been responsible for their learning for at least two years. As informed adults they should be given the responsibility for deciding whether or not they have covered the material previously and whether or not they feel sufficiently confident with it not to repeat it.

It might be commented that this is reasonable, if the amount of status available in the first instance is realistic. Only then could any student make a fair judgement.

8.4 PROBLEMS FOR TAFE STUDENTS IN THE DIFFERENCES BETWEEN THEIR EXPECTATIONS OF STUDY REQUIREMENTS IN HIGHER EDUCATION AND THE ACTUAL SITUATION

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each course involved at study methods and expectations.

Fifty of the eighty-seven respondent TAFE colleges did not provide an answer.

8.4.1 No problems

Ten colleges said that, if there were problems related to differences between expectations of study methods in higher education courses and the reality, then they were unaware of them.

Two colleges said there were no discernible problems.

Woden TAFE College

> Students from Certificate and Associate Diploma courses would probably have few adjustments to make in this regard (Woden College of TAFE, 1986).

Mt. Lawley Technical College

> . . . staff feel that study methods and expectations in TAFE form an adequate preparation for tertiary study and ought not to be a barrier (Snowden and Hawke, 1985, p.3).

Queensland College of Art considered that TAFE qualified students were better prepared for higher education studies than some other groups of students.

> TAFE students seem generally to show a more appropriate pattern of study methods and expectations compared with those entering into CAE courses (Dunglison, 1985).

8.4.2 Specific problems with study methods and expectations

Twenty-four TAFE coleges indicated that there were problems in the differences between the study expectations of TAFE students and the reality when TAFE students transferred to higher education. There is no evidence to suggest that the TAFE college responses were based on a systematic survey and so they should be seen as opinions based on their understanding of the higher education system and any feedback they have received from current or ex-students and higher education staff. The college responses are interpreted within these limitations. In this context, a variety of difficulties were reported.

a) Different needs of TAFE students

Liverpool College of TAFE suggested that TAFE qualified students as a group had needs different from those of other groups of students and said that there is little support at the CAE for them specifically. They are predominately Part-time, male and older (Liverpool College of TAFE, ud).

b) Different approaches to teaching between TAFE and higher education.

Nine colleges said, in a variety of ways, that study methods were different from those in institutions of higher education and that difficulties arose consequently.

Sydney Technical College suggested that:

> students going from the TAFE "modified lecture method" of learning to a higher education institution which used "lecture", "self-paced learning" or "contract teaching" methods have great difficulty in accepting the new learning environment, i.e. TAFE students are said to be "spoon fed" (Condon, 1985).

He went on to say that:

> The High School and TAFE systems must put more emphasis on "learning how to learn" and make more use of individual self pacing. This would enable TAFE students to handle higher education lecturers and the high amount of "self study" required.

Armidale College of TAFE said that the greater rigidity of the TAFE system compared to higher education institutions led to problems in differing study methods and expectations. These differences were:

> . . . often a problem, e.g. TAFE courses tend to do more "spoon feeding" than Universities or CAE's where a degree of independent work is expected. As well TAFE usually requires 80% attendance at lectures and tutorials where this is not usually so at Universities or CAE's (Hayes, 1985).

Elizabeth College of TAFE made four points on the problems in study methods and expectations that a TAFE qualified person might have in a higher education course. These points were:

- Difficulty in accommodating to the change from highly practical courses to almost purely academic studies.

- Greater expectations of higher education institutions regarding time allocation to personal studies.

- Difficulty in coping with the rate of learning required by higher education institutions to assure success.

- The appropriate study skills may not have been developed in some courses in TAFE (Treloar, 1985).

Swinburne College of TAFE said that while TAFE qualified students usually had problems with study methods in higher education courses so did others. Their response was that:

> With regard to study methods and expectations TAFE students usually report that they are having difficulty in making the transition from TAFE to advanced college study. However their adjustment problems do not seem to be any greater than those that would be experienced by other students (MacDonald, 1985, p.3).

8.4.3 Efforts by TAFE colleges to minimise study problems in transfer to higher education study

Three colleges said that they recognised that methods in higher education were different from those in TAFE but they felt they had minimised, or were working toward minimising, the problem.

Wangaratta College of Technical and Further Education said that:

> . . . because of a very close liason with the Bendigo CAE our Art Diploma students have enjoyed a smooth transition into further study (Clarke, 1985).

Devonport Technical College said that:

> Study methods and expectations between TAFE and Higher Education Art training may cause difficulties but this department is aware of them and tries to ease the transition to the Higher Education's methods by the end of third year of all courses.
>
> The main differences are that TAFE Art courses are classroom/studio based, teacher directed, and have structured timetables; while Higher Education is more dependent on student motivation and a more mature attitude is required for the amount of work that needs to be done outside regular timetabled lessons. Lectures are given by staff and help given in a practical way on demand with studio and workshops available for the student to utilise at any time the student wishes. This places the responsibility on the student to attend and produce the required amount of work, at the specified standard (Batchelor, 1985).

Adelaide College of TAFE said that:

> Study methods and expectations; these matters have been dealt with by full-time programmes; providing an opportunity for students both to dialogue with staff of potential hosting institutions and the opportunity for the students to attend lectures and tutorials within the institution which they elected to seek enrolment in and this generally as a process seems to be effective in giving students an opportunity to effectively make the transition to higher education programs (Stanford, 1985).

One method of overcoming the differences in the expectations of study requirements in higher education by TAFE graduates and the real situation is the development of co-operative programs between them. A detailed case study of the NSWIT/Ryde Urban Horiculture co-operative program is given in Section 10.1.

Woods (1986) gives another example. The Canberra CAE and Canberra College of TAFE have had a co-operative course in graphic design under consideration for some time. The course began in 1986 with students enrolling in the TAFE college for a two year full-time course leading to an Associate Diploma of Arts in graphic design. The course is based at the TAFE college, but some units will be taught at the CAE. Depending on funding, a further two-year full-time course commencing in 1988 leading to Bachelor of Graphic Design will be offered at the CAE.

8.5 OTHER PROBLEMS FOR TAFE STUDENTS SEEKING TO TRANSFER TO HIGHER EDUCATION

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each courses involved of others.

Fifty-eight of the 87 colleges did not list any additional problem; a further 12 said either that additional problems were unknown or not apparent to them.

A variety of additional or other problems were cited by the remaining colleges.

8.5.1 Problems for Aboriginal students

Two colleges said that Aboriginal students faced particular problems.

Cairns College of TAFE

> One concern at present is whether all those institutions that do offer an affirmative action program for entry for Aboriginal and Islander students are going to provide any form of continuing support (tutoring enclave, counselling other) to those students to maximise their chances of success. Gaining entry to these courses is only the first step. Many students who have not had extensive formal education backgrounds are likely to find it difficult to succeed without other formal support structures. This is particularly so for our Access students who have to leave Cairns and assume residence in another city in order to pursue studies (Betts, 1985, p.7).

and

Elizabeth College of TAFE

> Aboriginal students have experienced extreme difficulty coping as a minority in a white class . . .
>
> Aboriginal students are often required to fulfil responsibilities to families - and therefore are absent from college. They have difficulty coping with what they perceive as a cold and unfriendly (rigid) white educational system compared with their own approach to life . . . etc. The problems revolve around the different cultures (Treloar, 1985, Attachment 4).

8.5.2 Problems with isolation

Five colleges said that isolation was an additional problem and their views are represented by the following.

Orana Community College

> . . . people living in small towns and isolated communities have never been motivated to undertake tertiary studies (Schulstad, 1985, p.3).

Leeton College of Technical and Further Education

> Link, bridge or feeder courses are not available in Leeton and unless they were available by correspondence the plight of most country students comes to the fore - leave town! - and reside in a major centre where the course is offered (Wood, 1985).

Wangaratta College of Technical and Further Education

> The problems that arise for students of the Wangaratta College of TAFE seeking higher education are those associated with any rural environment. The students must, of course, leave their family environment and seek accommodation in another place at a crucial stage of their educational path (Clarke, 1985, p.1).

South East College of TAFE

> In relatively isolated areas, TAFE qualified students had to undertake higher education courses by the external mode and these students have all suffered from the inherent problems of isolation and mail delays (Sachsse and Hillary, 1985).

a) The study centre

Bayly-Stark (1986a) reported that one answer to the problem of isolation is the study centre. The Tertiary Education Commission of Tasmania (TECT) is at present formulating a proposal to the CTEC for the establishment of a cross sectoral tertiary study centre at Burnie. In the interim, higher education courses are being offered in co-operation with the TAFE College.

The low higher education participation rate in the North West of Tasmania has been of concern to higher education institutions, TECT and CTEC for some time. There are, of course, many factors which contribute to this. These include low year 10 to 11 school retention rate and the dispersed rural population of the region, but the major factor is the lack of a higher education institution. The size and distribution of the population does not allow for the establishment of a viable independent higher education institution in the region.

Both TSIT and the university have successfully offered courses in the region over the past few years. As a consequence, the CTEC (1985a) commented:

> . The relatively low participation rates in higher education in Tasmania as a whole and particularly in the north west of that State have been matters on which the Commission has expressed concern from time to time in its reports.

- Both the University of Tasmania and the Tasmanian State Institute of Technology are putting considerable effort into raising participation in the north-west. There is also a strong TAFE presence in Devonport and Burnie, which are the main population centres of the region. The North-West Council for Community Education provides advice to the Tasmanian Government on the development of opportunities for tertiary education in the north-west of the State.

- This is the kind of environment where a cross-sectoral approach to tertiary education provision should flourish. Study centres in the north-west serving the university and institute courses as well as any external studies needs could be established on an intersectoral basis in the TAFE institutions to provide first hand support to students in the region.

- The Commission will be asking the Tertiary Education Commission of Tasmania to review the situation and to put forward proposals for a cross-sectral operation in the north-west. Such proposals will be reviewed by the Commission in the context of funding for 1987 (pp.14-15, para 2.25-2.28).

The Tertiary Education Commission of Tasmania which includes representatives of all three tertiary education sectors has agreed to the following principles on which the centre should be developed

- The Centre is to be a cross sectoral facility incorporating university, institute and external courses as well as the operations of the North West Council for Community Education.

- The Centre will be an integral part of Burnie Technical College.

- The administrative and financial responsibility for physical aspects of the building, including maintenance will rest with the Principal of Burnie Technical College.

- Academic and financial responsibility for higher education courses will rest with the institute or the university as appropriate.

- Inter sectoral co-operation shall include the development of appropriate credit and transfer arrangements between tertiary courses.

148

- The Burnie Centre will be the first study centre in the region, with a further centre to be established at Devonport as part of the Devonport TAFE College.

The Centre will incorporate the following types of activities:

- Provision of first year courses to matriculants allowing entry to the second year of a range of degree courses at the University or the Tasmanian State Institute of Technology;

- Provision of bridging courses to enable mature age students who have not completed HSC to enter higher education and to permit easy transfer between related courses offered by different tertiary sectors.

- Provision of recurrent courses. (The institute has a commitment to offer complete courses in the region);

- Provision of recurrent education to graduates (e.g. graduate diploma courses, in-service courses for teachers);

- Provision of support for students studying external courses conducted by TSIT or interstate institutions;

- Provision of counselling and other student services;

- A co-ordination role for higher education within the region.

- A community education role regarding higher education.

The Principal of Burnie Technical College will have responsibility for the Centre. A Board of Management will be established including representatives of all three sectors. Arrangements regarding staffing have not yet been discussed.

All sectors are enthusiastic about the establishment of the Centre which will move towards giving North West Coast residents equality of access to higher education with the rest of the state. It is hoped that the Centre will be established by 1989.

The CTEC (1985a) has asked the Tertiary Education Commission of Tasmania to put forward proposals for a cross-sectoral operation. Such proposals are to be reviewed by the CTEC in the context of funding for 1987.

Prior to the formal establishment of the study centre, both the institute and the university have continued to offer courses in the region. This year as a new initiative, the university is offering first year science and engineering on a full-time basis utilising facilities at Burnie TAFE College and the adjacent Hellyer College (Secondary College - Years 11 and 12). The courses are conducted partly by university staff who travel to Burnie and partly by contracted TAFE staff. The institute continues to offer full-time and part-time courses on an external and mixed mode basis.

Future provision should allow for the possible expansion of more courses of a higher education nature in rural TAFE colleges (Clark, 1985, p.2).

The CTEC has recommended that it should be open to it to foster and fund individual TAFE capital projects which include elements of space intended for multi-sectoral purposes (CTEC, 1986b).

Thus regional TAFE colleges will have readily accessible study centres for students enrolled externally with universities or CAEs located outside the local area. CTEC recommended that a new category of recurrent grant should be provided to assist with the cost of providing study facilities in TAFE colleges for external higher education students.

8.5.3 Financial problems

Three colleges said that financial problems were important and evident.

Warrnambool College of TAFE

> As a student counsellor, I have found that the greatest difficulty facing students is not study-related, but financial. Students opt for certificate courses which are usually shorter than tertiary courses and which may be studied locally preventing the expensive business of studying in larger centres with the housing costs involved.
>
> Many students find great difficulty in managing on TEAS and longer courses are a real financial strain (Roach 1985, p.3).

Leederville Technical College

> Often TAFE Diploma Students (particularly in Building areas) are in their mid twenties by the time they enter higher tertiary study. They often have family commitments and finance becomes a problem if full time study is required (Markey, 1985, p.4).

8.5.4 Problems with the education system

Prahran College of TAFE saw a fundamental problem:

> Problems involved in students transferring to higher education are largely based on the existing structure of the educational system. It is not possible for students to 'transfer': this implies that there is a degree of continuity between different course levels, as exists in the United States. There is no continuity between different course levels (Styevko, 1985).

8.6 GENERAL COMMENTS

8.6.1 Entry Difficulties

a) No difficulties

The TAFE colleges which reported few, if any, problems in entry for their students, said it was because of good informal agreements between the TAFE colleges and institutions of higher education. One in particular attributed this happy state to the outstanding performance in higher education courses of TAFE qualified students.

b) Lack of formal and consistent policy

Most colleges said that the present provisions did create problems. In summary these were seen to be a lack in higher education institutions of formal policies and arrangements related to entry and the provision of conflicting information about entry. The evidence in returns indicated a wide variety of practices in higher education in the granting of entry, or otherwise, to TAFE qualified applicants.

c) Inflexible timetabling in higher education

The lack of opportunity to study some courses on a part-time basis or the non-provision of some lectures and tutorials out of normal working hours were seen as difficulties. As TAFE qualified students are often older, married and income earners with dependants these modes of study were seen as essential.

8.6.2 Lack of status (exemption or transfer of credit)

a) Lack of equity in provision of status

The perceived lack of equitable recognition of TAFE qualifications by many higher education institutions was seen as a powerful deterrent preventing some from taking even the first step toward entry and as such was a significant difficulty.

It was considered that insufficient status was granted for studies completed in TAFE. In some cases, colleges considered that this was unjust because some of the study undertaken in TAFE was equivalent, so far as content and evaluation were concerned, to some of the higher education course into which the student had transferred.

b) Lack of consistency both between and within higher education institutions in granting status

Many colleges cited the lack of consistent policy and guidelines by higher education institutions in the assessment of status as a problem.

There were only two instances of colleges reporting that they were satified with existing status provisions and these were colleges which were part of a CAE - TAFE organisation and partnership operating on the same campus. Moreover one of the two colleges (QCA) indicated it was speaking only of status within its own institution.

It seems very clear that there is a level of dissatisfaction over status for TAFE qualifications. It is evident that parties to cross-sectoral linking must take action to reduce the discontent.

8.6.3 The need to repeat studies

The requirement of TAFE qualified people to repeat, in higher education courses, work which had been done in their TAFE courses was seen as a problem.

Four colleges said that there was some benefit, such as repetition re-inforcing concepts, in students having to repeat work. Whilst these colleges may think that there is benefit for the student in repeating work there is little direct evidence that the students who are required to repeat work believe there is value in doing so. There is indirect evidence however that students think that it is virtually useless and that the requirement to repeat studies is a deterrent for them in considering whether or not they might apply for entry to a higher education course.

The need to repeat work which may have been done already is directly linked to the matter of exemption, transfer of credit and status. Only when these matters have been satisfactorily resolved will there be any possibilities of a resolution of the problem of the unnecessary repetition of study previously undertaken.

8.6.4 Expectations of study methods

Study expectations have been taken to mean the expected obligations and responsibilites of TAFE students in study in a higher education course.

A small number of TAFE colleges considered that their students would have little difficulty in higher education courses so far as study methods and expectations were concerned because TAFE study methods were an adequate preparation for tertiary study or that TAFE students were given a more appropriate study preparation than were some other student groups.

Nine colleges indicated there were some problems facing students in adapting to different teaching styles, increased academic content in some courses and the increased responsibility for self-management of studies in higher education.

Three colleges said that they recognised that study expectations in higher education institutions were different from those in TAFE and that attempts were being made to inform students of the differences and to minimise any difficulty students might have in adapting to changed study methods and expectations of them.

TAFE colleges should modify their study methods in the final phases of courses from which students are likely to transfer into a higher education course. Similarly it might be appropriate for higher education institutions to consider some modification of their study methods so that TAFE qualified students and other groups or students are able to accommodate more readily to the changes. Recommendations on this issue are make in Section 11.5.3.

8.6.5 Other problems

Only a few colleges listed other problems which existing provisions created for individual students or groups of students seeking to transfer to higher education.

Two colleges said that specific groups of students have problems in accommodating to study in a higher education institution. Aboriginal students needed ongoing support because of the problems the differing cultures and approaches to life in higher education institutions pose for such students. Others raised problems in relation to isolation, the unavailability of part-time study in some higher education courses and the unavailability of the provisions of lectures and tutorials outside normal working hours.

Three colleges said that financial problems faced some students in a variety of ways. These included the need to be employed and to study as well; the need to move to where the higher education courses are provided and the perceived inadequacy of the TEAS allowance as well as its limited effect in so far as the range of approved courses was concerned.

CHAPTER NINE: THE NATIONAL PICTURE IN COMMERCE AND ENGINEERING

9.1 COMMERCE

9.1.1 The general acceptance of TAFE commerce courses for higher education

Murley (1986) has conducted a study which concluded that a proportion of TAFE accounting students intended to further their studies at a higher education institution. In addition, most expect to receive automatic entry to the institution of their choice and to obtain status for equivalent subjects passed during completion of their accountancy certificates.

The actual is far removed from the expected. Most higher education institutions do not offer either automatic entry or status to TAFE certificate accounting graduates. But there are exceptions. In particular, Riverina-Murray and Mitchell CAEs offer status for a substantial proportion of their degree course to TAFE accounting certificate holders. In fact, Murley suggests that TAFE certificate graduates should shop around the higher education institutions to find the best deal.

This is exactly what Business Studies Certificate (Accounting) students at the South East College of TAFE have done. (Sachsse and Hillary, 1985). These students tend to favour the accountancy course at the SACAE as opposed to the Warnambool IAE course because of the greater status they receive.

Murley summarised the policies of colleges of advanced education and universities with regard to the acceptance of TAFE accounting courses. The essence of these are given in Tables 13, 14 and 15. It should be noted that satisfying entry requirement does not guarantee enrolment.

9.1.2 Acceptance of TAFE qualifications by Canberra CAE - a case study

Murley (1986) noted that a problem exists for TAFE students who have completed, or are in the process of undertaking, an accounting certificate at a TAFE college and who may wish to upgrade their qualifications at some future date. A study was undertaken to determine the expectations of TAFE students in accounting regarding future higher level study, and whether these expectations were matched by the institutions of higher education which offer the discipline.

TAFE accounting graduates are eligible to join the Institute of Affiliate Accountants which generally restricts them to middle-management positions. They are denied membership of the premier professional accounting bodies and cannot practise on their own as public accountants. Moreover, they usually are unable to register as tax agents. Generally, employment opportunities for TAFE graduates are being reduced as public accounting firms select their employees from graduates of higher education institutions. For this reason, many TAFE graduates are looking to upgrade their qualifications.

TABLE 13
Automatic acceptance of a TAFE certificate for enrolment

	NSW	VIC	QLD	SA	WA	TAS	ACT	NT	Total
Universities	2	-	2	-	-	1	-	-	5
Colleges of Advanced Education	1	1	-	-	-	1	-	-	3
Total	3	1	2	-	-	2	-	-	8

TABLE 14
TAFE certificate satisfies entry requirement

	NSW	VIC	QLD	SA	WA	TAS	ACT	NT	Total
Universities	3	1	2	1	1	1	1	-	10
Colleges of Advanced Education	3	7	1	1	1	1	1	-	15
Total	6	8	3	2	2	2	2	-	25

TABLE 15
TAFE certificate receives advanced standing

	NSW	VIC	QLD	SA	WA	TAS	ACT	NT	Total
Universities	1	1	1	-	1	-	1	-	5
Colleges of Advanced Education	3	8	1	1	1	1	-	-	15
Total	4	9	2	1	2	1	1	-	20

Murley's work was centred on the Woden College of TAFE in Canberra where the majority of students would be expected to attend Canberra College of Advanced Education in order to further their accounting studies. However, he found that TAFE accounting certificate graduates are given very little incentive to continue accounting studies at that institution.

Overall Murley found that the view of officers of the Canberra CAE was that, if students wished to obtain higher qualifications, they should attend higher education institutions in the first place and not undertake TAFE courses. This argument does not appear to cater for those students who initially felt that they did not need a full professional course but changed their views over time.

Nor is it consistent with the perception of the Bruce College of TAFE of the attitude of Canberra CAE to TAFE qualified stuents. (Section 8.1) Griffiths (1986) indicated that TAFE students are eligible to apply for entry to the CAE on the basis of the successful completion of a certificate programme and that entry problems had not arisen. It is true that very few TAFE students seem to have taken advantage of these arrangements but the fault, if any, does not appear to lie with the CAE.

9.1.3 Some examples of the acceptance by TAFE qualifications in commerce by higher education institutions for admission and status

a) James Cook University

Chester (1985) reported that James Cook University granted what he called minimal credit towards the Bachelor of Commerce degree for introductory accounting subjects on the basis of a TAFE award. The maximum credit which may be granted is 120 points out of a total of 1080.

b) QIT

QIT has an escalation policy for business studies. (Appendix E) Applicants with certificates or associate diplomas from QIT or with equivalent qualifications from other institutions in the business studies field are eligible to escalate, subject to quota and level of performance.

c) Riverina-Murray CAE

Murley (1986) found that the Riverina-Murray CAE was one higher education institution which recognised the problems being experienced by TAFE Accounting Certificate holders. It enables these students to complete the degree course in two years full-time study (normally three) or four years part-time study by being granted provisional exemption in seven of 24 subjects required for the degree. In many cases this would equate the TAFE graduate with a person completing the HSC and gaining normal admission.

The course of study to be followed by TAFE Accounting Certificate holders is structured so that a professional and disciplinary perspective is added to the technical competence previously acquired.

Admission of TAFE Certificate holders is subject to a number of conditions, viz:

- Applicants must have reached the age of 23 or have been in full time employment for not less than four years at the start of the semester in which they commence their course.
- Applicants must submit in writing references from two responsible people indicating that, in their opinion, the applicant has the motivation and ability to complete successfully a course at degree level.
- Applicants may be required to attend a selection interview before a decision is made on the application for admission (Riverina-Murray IHE (nd)).

Holders of the TAFE Management Certificate have the opportunity to upgrade their qualification to a degree level with provisional exemptions in seven subjects. Students are required to complete an additional 17 subjects to meet the course requirements. Holders of TAFE certificates such as Personnel Administration, Public Administration and Business Studies (Personnel) may also be eligible for provisional exemptions under this conversion scheme (Riverina CAE, nd).

d) Western Australian CAE

WACAE grants a number of exemptions in the School of Business Studies to holders of Technical Education Division diplomas. There is a published list which is to be treated as a guide only (WACAE, 1983).

e) Mitchell CAE

There is a statement of guidelines for the approval of advanced standing for holders of TAFE certificates in Business degree course (Appendix G).

9.1.4 A current research project

The ESSC and the Victorian Post-Secondary Education Commision (VPSEC) have commissioned a project to investigate the transfer of credit in the fields of business studies and commerce in post secondary education in Victoria. The project encompasses both inter- and intra-sectoral transfer (Mahon, 1986).

The project has been devised in two stages. Stage I is concerned with collecting information on credit (admission and status) which is available currently in business studies and commerce across post-secondary institutions in Victoria. The intention is then to devise an information system which will make this information available to all interested people.

This is a limited parallel of ECCTIS in the United Kingdom (Section 1.4.1 and Appendix A). Its success would be one factor to be taken into account when considering the feasibility of an Australian tertiary couselling and credit transfer information service (Section 11.2).

If Stage I is successful, it is proposed that a Stage II will extend the study to other disciplines, with engineering as a priority.

9.2 ENGINEERING

Engineering is one of the disciplines which is common to all three sectors.

9.2.1 Education for the engineering workforce

The Institute of Engineers, Australia, and the Australian Association of Engineering Associates (Little and Wheeler, 1983) identified the manpower categories in the engineering workforce as:

- engineers
- engineering associates
- technicians
- tradesmen

These organisations emphasise the need for adequate numbers of appropriately educated people in each group and recognise that both education and industry have a role in providing these numbers.

9.2.2 Cross-sectoral transfer in engineering education

a) Professional associations

The Institute of Engineers, Australia, and the Australian Association of Engineering Associates in their statement of guidelines for a co-ordinated system of education for the engineering industry (Little and Wheeler, 1983) made two not entirely consistent points on cross-sectoral transfer. This inconsistency is grounded in the dilemma of attempting to preserve the integrity of courses at each level while concurrently facilitating transfer between them.

On the one hand:

> The education course for each occupational level in the engineering workforce should be designed and conducted as a course in its own right and not as a foundation for higher-level studies (p.14).

This is consistent with the view expressed by Woden College of TAFE (Section 5.3.2) that TAFE needs a sharp differentiation between transfer programs and courses that prepare students for vocations. Little and Wheeler, while not denying that a basic course will provide foundations for further study, said that to design courses on the assumption of cross-sectoral transfer would be to deny that any worthwhile career existed at a particular lower level.

> The educational objective of associate level courses is to educate and train people for careers as engineering associates. If the associate course were to be designed as a stepping stone for a degree course, it would cease to have value as an associate course, and would deny the validity of the occupation of engineering associate. Further, it could also lead to the wastage of a great amount of human talent in demanding exposure to scientific theory at a level beyond that required for an engineering associate (p.14).

On the other hand:

- For persons with the ability and motivation to undertake higher level studies, there should be opportunities, through appropriate educational provisions, to study for entry to the next higher occupational level (p.19).

The provision of adequate opportunity to enable capable young people to upgrade their skills and fully develop their potential throughout their careers is strongly supported. Little and Wheeler (1983) said that this should be facilitated by improved transferability without loss of standards or distortion of the current educational objectives of courses designed for specific occupational levels. Appropriate bridging courses of study should be available to facilitate such transfer.

Provision should be made, allowing for:

- tradesmen to enter technician courses;
- technicians to enter associate level courses;
- engineering associates to enter professional engineering courses.

b) WAPSEC

A project to develop a credit transfer model for engineering has been developed by WAPSEC (Pullman, 1986). In this field, there is dissatisfaction with the paucity of arrangements for credit transfer, particularly between TAFE and higher education levels.

The specific objectives of the project are to:

- establish concrete provisions for credit transfer between courses offered at different institutions and in different sectors;

- identify the attributes of specific courses inhibiting or promoting the implementation of credit transfer;

- provide a foundation for the future development of course tiering between TAFE and higher education;

- provide a detailed information on credit transfer in a form usable by the student population.

c) Swinburne and RMIT

Longworth (1986) is undertaking a study to identify barriers between TAFE and advanced education at Swinburne Institute of Technology and RMIT with a view to setting up a model for encouraging transfer (see Section 2.4.4).

d) University of Tasmania

Batchelor (1985) reported that, at the discretion of the Dean of the Faculty of Engineering, a Tasmanian TAFE certificate in civil, mechanical or electrical engineering may be accepted as an alternative pre-requisite for admission to the first year of the B.E. course. He considered that universities and CAEs should work with TAFE on course development to ensure that students wishing to upgrade can do so with at least 12 months standing in degree courses.

9.2.3 Acceptance of TAFE qualifications in engineering by higher education institutions for admission and status

a) New South Wales Institute of Technology

A proposal by which NSWIT would grant advanced standing credits of 24 semester hours to appropriately qualified TAFE certificate holders entering the degree course in electrical engineering has been finalised by a joint working group led by the heads of the TAFE School of Electronic Engineering and NSWIT School of Electrical Engineering (Gostelow, 1985).

b) South Australian Institute of Technology (SAIT)

Elizabeth College of TAFE in South Australia reported that the SA Institute of Technology regards credit level in Fitting and Machining Apprentice Certificate as equivalent to their own bridging course for entry into the associate diploma course in mechanical engineering.

An innovative development in the electrical field of study has been that a small number of apprentice students has been allowed to enter the SA Institute of Technology diploma course whilst simultaneously studying in the apprentice certificate course (Walwyn, 1985).

Reference is made in Section 1.3(a) to an agreement for an integrated program of study in electrical engineering which has been developed between the South Australian Department of TAFE and SAIT. The co-ordinated approach is designed to provide a flexible program where apprentices can become tradesmen, tradesmen can study to be technicians and technicians can progress to an electrical engineering degree with the least amount of duplicated effort. The result is a program which can be completed in significantly less time than any previous scheme (Windsor and Hobson (nd)).

The program has arisen because a group of engineers, academics and administrators in industry, SAIT and the Department of TAFE identified the need for educational opportunities to be made available for progression through trade to certificate and degree studies. It was designed by a representative working group which sought comment from all sections of the engineering and academic community.

c) Queensland Institute of Technology (QIT)

QIT or equivalent engineering certificate holders are eligible to escalate to degree level, subject to quota, and will be allocated NTE of 922 (in a range of 812-994) (Appendix E), Parkinson (1985) reported that this NTE score virtually guarantees admission.

d) Canberra CAE

The Canberra CAE accepts as qualifications for entry to undergraduate courses, the Bruce College of TAFE Civil Engineering, Mechanical Engineering and Electronics Engineering Certificates (Griffiths, 1986).

No status is granted. However recently Bruce College of TAFE sought informal discussions as to the possible exemptions TAFE students might expect if they undertake an undergraduate course at Canberra CAE. The TAFE College commented in its return that, in previous years, exemptions had been rather minimal and it was anxious to explore the possiblity of more status being given to TAFE students.

It was suggested that, although a number of subjects in each course are very nearly equivalent, they do not overlap sufficiently to justify exemptions. However co-operation between the two institutions would make it possible to develop common subjects and so facilitate cross-sectoral transfer.

The answer has been a suggestion from Canberra CAE for increased links between the two institutions so that the CAE might use some Bruce College subjects as part of its own courses. This would have a number of benefits -

- students from both institutions would attend common classes;
- there would be a bigger pool of students and therefore more options could be provided;
- TAFE students moving to the CAE programme could be granted transfer of credit.

e) Darling Downs Institute of Advanced Education (DDIAE)

Aust (1986) reported that the Toowoomba College of TAFE has negotiated with DDIAE for admission to the associate diploma engineering course students who have completed successfully the new Tertiary and Vocational Preparation Program. This non-certificate program comprises a course of senior (grade 12) subjects such as mathematics, social skills and human movement with a range of vocational electives and is designed for tertiary entrance. The DDIAE also will be granting some exemptions to these student in the areas of technical drawing and workshop practice.

9.3 GENERAL COMMENTS

The general thrust of this chapter has been that there is a degree of overlap between TAFE and higher education courses in commerce and engineering. Ryan (1986) would suggest that whether this overlap really exists to any extent is open to question and should be tested (See Section 11.5.2). However the practices of some higher education institutions in respect to TAFE courses in commerce and engineering indicate that the institutions themselves accept that there is some degree of overlap.

Although most higher education institutions do not offer either automatic entry or status, there are exceptions. The work being undertaken by VPSEC in commerce and WAPSEC in engineering will make information on transfer and credit opportunities for TAFE graduates much more accessible. In the meantime TAFE graduates would be well advised to adopt the advice at Murley (1986) i.e. to shop around in order to find the best deal.

CHAPTER TEN: CASE STUDIES

10.1 NSWIT/RYDE URBAN HORTICULTURE CO-OPERATIVE PROGRAM. MARK TENNANT

10.1.1 Bachelor of Applied Science (Urban Horticulture) - Description of the course

The degree in Urban Horticulture (introduced in 1986) is offered by the School of Biological and Biomedical Sciences, Faculty of Life Sciences, New South Wales Institute of Technology (NSWIT). The term Urban Horticulture, adopted from North American usage, encompasses most aspects of the areas variously referred to as amenity or ornamental horticulture, landscape horticulture and environmental horticulture.

The course is designed to provide professional education on a part-time basis for entrants who already possess an Associate Diploma in Horticulture from the NSW Department of TAFE or the equivalent qualification.

The program caters for those who wish to pursue a graduate career in one of the following areas:

- nursery production and management;
- selection and breeding of new cultivars, especially natives;
- planning, establishment, maintenance and management of urban open space, parks, and recreation areas;
- revegetation and management of natural areas disturbed by urban or industrial impact.

The course involves attendance for twelve hours per week for eight semesters on a part-time basis (one afternoon and three evenings). The curriculum has been developed in close liaison with the Division of Horticulture at the Ryde College of TAFE, the glasshouses and associated facilities of which will be used. While most classes will be conducted at the Broadway and Gore Hill campuses of the New South Wales Institute of Technology, some will be held at the Ryde College of TAFE. In addition, some subjects include a compulsory field excursion.

It is expected that students will be working in horticulture or other relevant industries while they complete the course.

10.1.2 Special features related to cross-sectoral transfer

a) Advanced standing arrangements

Entry to the course is available only to those who possess an Associated Diploma in Horticulture or its equivalent, for which two years (part-time) advanced standing is granted. The course, as approved, consists solely of the last four years (part-time) of what is nominally a six year (part-time) course.

b) Curriculum development

In addition to the normal practice of having a course advisory committee (with academic and industry representatives), there also existed a curriculum committee of 14, ten of whom were from NSWIT and four members were TAFE representatives (from the Division of Horticulture and/or the School of Rural Studies). Thus TAFE teachers and administrators were actively involved in the development of the course.

c) Use of TAFE facilities

Initially, the course will be wholly reliant on the glasshouse facilities of the Ryde School of Horticulture. There is a formal memorandum of understanding between NSWIT and TAFE concerning this arrangement which sets out the financial and other obligations of the two parties.

d) Credit for work experience

Students are required to obtain concurrent work experience in urban horticulture and to keep a log of their activities which must be presented for assessment. A total of 96 weeks of approved work experience over four years is required.

10.1.3 Factors favouring NSWIT/TAFE collaboration

a) Historical role of NSWIT

The New South Wales Institute of Technology began as a special division of the NSW Department of Technical Education. Initially, it offered courses in architecture, building, science and engineering solely on a part-time basis. The legacy of this origin within TAFE is still apparent. The concern with vocational education, collaboration with industry, the provision of courses for employed students and the granting of matriculation and/or exemption for some TAFE certificates are examples of this legacy. In addition, the School of Biological and Biomedical Sciences has a history of joint projects with industry, commerce and government departments (e.g. work at the Gore Hill Research Laboratories is jointly carried out with the Royal North Shore Hospital; the Centre for Environmental Toxicology is a joint venture with the State Pollution Control Commission).

b) Developments within post secondary education

The emphasis on greater equity and increased participation has led to a re-examination by the CTEC (Hudson, 1985a) of the relationship between the three post-secondary education sectors in Australia: TAFE, CAEs and universities. The current climate is one where proposals for transfer from one sector to another are likely to be favourably received by TAFE authorities and college and university councils.

c) Professional status of urban horticulture in Australia

At present there does not exist a body of professionally qualified horticulturists within the nursery industry or among the instrumentalities responsible for urban open areas, private or public. Also, the field of urban horticulture is one of the least developed areas of education in Australia. This course can be seen as partly remedying this situation. Thus an important element in the acceptability of the course is that there are no professional traditions to be challenged or threatened.

d) Mutual support and professional contact between NSWIT and TAFE staff

It is instructive that both TAFE and NSWIT were considering a course of this nature just prior to TAFE approaching NSWIT with a specific proposal. The approach from TAFE was through the Director General. This indicates the high level of support it received. The staff at NSWIT who are responsible for the course, see themselves as co-professionals with the staff at the Ryde College of TAFE. They view their roles with their students as complementary, rather than competitive yet there is no movement of adademic staff between the institutions, even though TAFE technical staff help maintain NSWIT facilities.

10.1.4 Additional Comments

The degree in urban horticulture appears to be a fundamental example of cross-sectoral transfer and as such its progress should be documented. At present NSWIT does not teach the first two years (part-time) and there are no plans for it to do so. However, there may well be pressure to do this, especially from the students. Under the current arrangements students take four years part-time to obtain an associate diploma (say, with TAFE) and then take a further four years part-time to obtain a degree. A conventional degree program would take only six years of part-time study. In this context one is compelled to ask: What are the advantages of the cross-sectoral arrangement?

10.2 THE WESTERN INSTITUTE POST-SECONDARY EDUCATION PROVISION IN THE WESTERN METROPOLITAN AREA OF MELBOURNE. JANET SCARFE

The Review of the Structure of the Commonwealth Tertiary Education Commission (Hudson, 1985a) made specific reference to CTEC support for an initiative in cross-sectoral co-operation in the outer western suburbs of Melbourne, '. . . where very large socially and economically disadvantaged populations have limited access to tertiary education' (p.11). The CTEC (1985a) said that the proposed institute represented a major initiative aimed at breaking down the barriers between the sectors within an institutional framework and supported the proposal. At the time of the release of the review, the Western Institute (then known as the Western Melbourne Institute of Post-Secondary Education) existed only on paper.

In view of the interest of the Commonwealth Government in the proposed institute, VPSEC in March 1985 recommended to the then Victorian Minister of Education that a Consultative Planning Committee (CPC) be established to undertake the task of recommending the detailed proposal for the further provision of post-secondary education in the western metropolitan region of Melbourne. The CPC reported in February 1986 and recommended the establishment of the Western Institute (Selway, 1986).

Subsequently, the Victorian Minister of Education announced that the Institute will enrol its first students in 1987.

The cross-sectoral emphasis which was evident from the initial planning has remained. The joint news release of the Commonwealth and State Education Ministers concerning the new institution quoted the Victorian Minister as saying:

> The Institute offers a new model for post-secondary education, with courses leading to qualifications and a major emphasis on the development of cross-accreditation across the pst-secondary system (Minister of Education, News Release, 15 April 1986).

10.2.1 The social and demographic environment of the Western Institute

The outer western metropolitan region of Melbourne is a rapidly growing area which can be considered to extend from the inner areas of Essendon, Footscray and Williamstown in three corridors - Melton/Bacchus Marsh, St Albans/Keilor and Werribee. It is an area of high population growth - about 10% between 1976 and 1981 (in contrast to 4.56% in the Melbourne Statistical Division (MSD) and 5% in Victoria). A recent TAFE Board study of the area projected an increase of 20% in the population by 1993, a growth rate that would result in a population by that date of 330000 (TAFE Board, 1984).

In its age profile, the region is relatively youthful, with 43.9% of the population under 24 years of age. This figure is not dissimilar from that for the MSD (41.9%) or Victoria (42.4%). However, as the CPC of the Institute noted:

> when coupled with the current under-provision of post-secondary education facilities in the region, the data has some serious implications . . . (for) measures . . . to encourage greater participation in post-secondary education in the region (Selway, 1986, p.38).

The 1981 census indicated high concentrations in several areas, notably Footscray, Altona, Keilor, and Sunshine, of people who speak English poorly or not at all.

Educationally, the region has a higher proportion of the fifteen-years-plus population who left school at fourteen or earlier than the Victorian average. However, in recent years (since 1979), there has been a growing trend among the secondary students of the region to remain in Years 11 and 12. While this might be regarded as a positive development, it is increasing the pressure on the limited number of existing higher education places, thereby reducing still further than before the likelihood of a qualified student from the western suburbs gaining a place in a post-secondary institutions. The CTEC Working Party on Outer Metropolitan Areas (CTEC 1983) reported that in 1982, the participation rate in higher education by students from this region was 7.9 per 1000 people, in comparison with 20.8 in the Northern metropolitan area, 37.2 in the rest of Melbourne and 22.7 for Victoria as a whole. CTEC (1985a) stated that the people of this area are disadvantaged both in terms of their access to tertiary education facilities and their capacity to take advantage of the opportunities available.

The statement of the state and federal education ministers then that the Western Institute would be a significant step towards redressing the previous imbalance of education service in the western suburbs can be seen as an understatement.

10.2.2 Planning for the Western Institute

Planning for the Institute began in late 1984 and since then has been the responsibility of the CPC.

From its establishment, the CPC saw the cornerstones of the Institute being the practical implementation of Commonwealth and state government initiatives in education and social policy:

- increased participation, access and equity in post-secondary education, particularly for disadvantaged groups;
- investigation of optional offerings in post-secondary education such as transfer and two-tier course arrangements;
- more efficient use of Commonwealth and state funds in post-secondary education, with a view to avoiding duplication of facilities across the sectors;
- investigation of optional structures in post-compulsory and post-secondary education to reduce artificial and unnecessary barriers between the secondary and post-secondary sectors and between the TAFE and higher education systems.

The five sub-committees of the CPC - personnel resources, general resources, governance, programs and courses, and secondary/post-secondary interface - had terms of reference which paid considerable attention to cross-sectoral matters. For example, the general resources sub-committee examined the arrangements for shared facilities and resources with other post-secondary institutions in the region, and the programs and courses sub-committee looked at the 'desirable relationship and balance' between TAFE and higher education programs. It also considered 'initiat(ing) discussions with other post-secondary institutions on the transfer and credit arrangements to and from the institution' (Selway, 1986, Vol 2, 127).

10.2.3 The Western Institute - recommendations

The final report of the CPC included a number of recommendations specifically related to cross-sectoral co-operation within the post-secondary sector. Separate recommendations were made to the Minister and to the Council of the Institute. The most significant recommendations to the Minister were:

- the establishment of the Western Institute as a unique post-secondary education institution under the Victorian Post-Secondary Education Act and as an institute of tertiary education under the CTEC Act.

- the endorsement of a philosophy involving cross-sectoral co-operation in the internal and external policies and practices of the Institute.

- the formation of a post-secondary education advisory committee in the region 'to monitor the development of cross-sectoral arrangements and inter-sectoral co-operation and to advise on mechanisms and strategies by which the relationships between post-secondary education institutions, and between the institutions and the community which support it may be enhanced' (Selway, 1986, p.16).

The Government has accepted these recommendations.

Significant recommendations to the proposed interim Institute Council especially related to cross-sectoral co-operation include:

- the development of a curriculum model that recognises ". . . the continuous nature of post-secondary education" (Selway, 1986, p.19).

- the development of articulation arrangements with other institutions, initially those in the region (including Footscray Institute of Technology) and, where appropriate, in the cental metropolitan area.

- approaching the Government with a recommendation that the Institute be empowered to offer in conjunction with existing institutions and in its own right ". . . formal, award-bearing courses in a continuum of courses from basic trade and technical courses, through certificate and associate diploma levels, to degree and diploma courses" (Selway, 1986, p.20).

- not allowing the statutory obligations of the Council involving approval and accreditation to affect unduly the cross-sectoral pursuits of the Institute.

- the development of an organisational model that fosters cross-sectoral developments, e.g. through a vertically integrated teaching staff structure based on areas of study, and integrated support and administrative services.

The appointment of an Interim Council is imminent. Until the Council has met, its attitude to the recommendations will not be known.

The CTEC (1985a) strongly supported the initiative of the Victorian Government in establishing the Institute and has recommended an initial contribution of $400000 over the two years 1986 and 1987 to assist VPSEC in the purchase of land and for the planning and physical development of the project.

10.2.4 Conclusion

Although only summarised selected recommendations have been presented here, the cross-sectoral emphasis of the recommendations of the CPC and the reasons behind its development are clear. As yet, much detailed work concerning for example, the integrated staffing structure and articulation arrangements must be done. The Institute will nonetheless enrol its first students in 1987 at the St Albans campus (200 EFTS), building eventually to a total of 5000 EFTS on its four campuses.

10.3 CONTRACTING OF PROGRAMS IN WESTERN AUSTRALIA. MAXINNE SCLANDERS

10.3.1 Background

Walsh (1985) said that one of the most appealing developments in Western Australia education is the concept and application of contracting whereby one institution licenses another to teach on its behalf part or all of one of its award programs.

Contracting arrangements between institutions from different sectors was proposed in some detail in the report of the Committee of Inquiry into Education and Training (Williams, 1979). These arrangements were seen as a means of meeting the demand for courses from a particular sector in locations where the existing institutions were from a different sector and where there would be insufficient demand, in the long term, to allow for the construction of additional institutions.

The use of contracting was seen by the Williams Committee as a means of overcoming locational barriers to education especially if done in conjuction with the establishment of external studies programs.

The committee recommended that:

> . . . the use of contracting with respect to courses so that colleges of advanced education could be given a context to provide TAFE courses where there is an excess demand for TAFE courses which they could help to overcome, and technical colleges could be given a contract to provide advanced education courses or study-centre facilities where there is an excess demand for advanced education courses which they would help to overcome satisfactorily (Williams, 1979, p.274).

The Williams Committee saw that the creation of the Tertiary Education Commission and post-secondary co-ordinating bodies in a number of states meant that it would be easier to organise and finance multi-sector operations within single institutions (1979, p.274).

The contracting notion was taken up by the Tertiary Education Commission in Volume 1 of its Report for the 1982-84 triennium (TEC, 1981). The Commission made a distinction between:

- cross-sectoral funding which occurs when ". . . university or advanced education courses are offered by an institution in another sector and the courses are funded by the Commonwealth on the advice of the Commission" (TEC, 1981, p.217).

- contractual arrangements which ". . . involve formal contracts which one institution enters into to teach programs for another institution or body" (TEC, 1981, p.217).

The TEC recommended that:

> contractual arrangements with universities and CAEs (be) made by institutions such as . . . the new Pilbara College to enable the latter to provide programs of the former (TEC, 1981, p.217).

10.3.2 Developments in Western Australia

WAPSEC has been instrumental in encouraging the establishment of contracting arrangements for advanced education courses in five of the six regional TAFE colleges. Higher education courses are provided at the independent TAFE colleges in Karratha, Hedland and Kalgoorlie and at the Geraldton College of TAFE and the Great Southern College of TAFE (Albany) both of which are part of the network of TAFE colleges of the Education Department.

The sixth, South West College of TAFE in Bunbury is located adjacent to the new Bunbury Institute of Advanced Education (a campus of the Western Australian College of Advanced Education) so the establishment of contracting arrangements for higher education courses at this centre has not been necessary.

Contractual arrangements in Western Australia have been based on the format suggested by the TEC, that is, formal arrangements are made for one institution to teach programs for another institution. These arrangements began in a limited way during the 1982-84 triennium. A significant expansion was planned and is being encouraged for the 1985-87 triennium. WAPSEC has been the major agent for the promotion of contracting arrangements, through its maintenance of a State 'pool' of places for contracted programs over the triennium. Administrative arrangements for the contracting of programs are left to the institutions concerned, although WAPSEC has issued some guidelines to facilitate negotiations over issues such as student fees and course accreditation. Funds for these programs are allocated to the 'parent' institution which retains 20 per cent, with 80 per cent going to the providing institution to cover their costs.

10.3.3 Contracting and Credit Transfer

In institutions where programs from different sectors are offered, albeit on different bases, one could assume that the process of transfer between sectors could be facilitated. It was on this premise that contracting was selected as the case study for Western Australia. With this in mind, the five institutions (see Figure 1 and Table 15) involved in providing both TAFE and advanced education programs were asked to respond to the following questions.

a) What arrangements exist within your institution for credit transfer between the TAFE courses and related advanced education and/or university courses offered under contract?

b) Details of how these arrangements, if any, were developed would be of great interest and it would be appreciated if these could be provided also.

c) What arrangements for joint teaching exist? How do these affect transfer arrangements? Are staff members aware of the potential for transfer and do they recognise this potential in the organisation and presentation of their courses?

d) What future do you see for contracting arrangements in your institutions?

e) Are you aware of any difference in the attitudes and performance of students transferring from a TAFE course to a contracted higher education course to those of students beginning the higher education course direct?

f) Does your institution have any means of investigating this?

Responses were received from four of the five colleges. Supplementary information was obtained where possible.

10.3.4 Arrangements for credit transfer (questions a,b)

It would appear that no formal arrangements exist for credit transfer between the TAFE and contracted courses.

Any transfer arrangements which do occur are negotiated on an individual basis, even though some colleges offer related courses. For example, Hedland College offers one pair of related courses - the TAFE Diploma in Accounting and the first year of common core units of the WAIT Bachelor of Business.

Usually, students who wish to enrol in higher education courses offered at the colleges must have the necessary pre-requisite, that is matriculation.

However, the availability of formal credit transfer arrangements between TAFE and higher education programs was seen as one way of making the provision of contracted higher education programs in regional colleges more attractive to local residents.

10.3.5 Joint teaching (question c)

Staff employed at the providing colleges are wholly responsible for teaching contracted higher education courses. Joint teaching arrangements may or may not occur, according to the motivation of the teachers concerned.

One instance of a formal arrangement for joint teaching was reported. At the Great Southern Regional College of TAFE, the cost of a part-time lecturer/artist in residence in Fine Arts is shared with the contracting institution, WAIT. This lecturer lives in Albany for up to fifteen weeks, with associated costs (salary, travel, per diem, accommodation etc.) shared approximately equally between the two institutions. The College noted that there is potential for one of the TAFE lecturers to reverse the process later in the year.

Informal arrangements may occur from time to time. Examples may be when external students 'sit-in' on comparable units and when small numbers of students who are enrolled in the same subject area, study together. An example of this could be where students enrolled in Economics 1 (TAFE) and Economics (Advanced Education) are able to study together.

The comment was made that staff tend to be conservative in their approach, but that the idea of joint teaching was to be encouraged.

10.3.6 Future of contracting arrangements (question d)

There was strong support for the future of contracting arrangements. As stated by one college 'Future contracting arrangements for a regional college . . . are immense'. All colleges are committed to providing programs to suit the needs of their regions, and to this end, the contracting of higher education courses is seen as an area for expansion. Because of low and transient population levels, most considered that offering courses beyond the first year level would not be possible in the near future. However one college was making a strong push to provide the second year of the contracting programs it offers as soon as possible. One college was also planning to offer courses from universities and colleges of advanced education in other states on a contracted basis.

Contracting arrangements seem to vary from year to year, according to local demand, and this could be a problem.

10.3.7 Attitudes of students transferring from TAFE to a contracted higher education course (question e)

Generally, colleges were unable to provide any substantial comment in response to this question as the numbers of students involved at this stage are small. It was suggested, however, that the extra maturity of TAFE graduates in comparison with direct school-leavers was an advantage. The lack of cross credit arrangements was seen as a disadvantage for TAFE graduates from areas such as accounting, computer sciences and surveying, who enter higher education, often having to duplicate earlier learning experiences.

10.3.8 Discussion

It is too soon to review the effect of contracting arrangements on encouraging the transfer of TAFE students to higher education programs, and, too early to identify any trends in student movements between the sectors. It is not too early, however, to suggest that efforts be made to establish transfer procedures for students in these colleges to facilitate the movement of TAFE students into higher education. It seems incongruous to maintain artificial barriers between programs simply because they "belong" to different sectors and are, ipso facto, different, especially if these programs are taught in the same institutions, by the same teachers and in some cases attended by the same students enrolled in different programs. The interests of students must be of prime concern, and it is in their interest to ensure that their studies are relevant, complementary and concise and are not extended unnecessarily through the unwillingness of one sector to recognise the worth of programs in another sector.

A number of recommendations may be worth consideration.

a) Contracting arrangements seem to be a successful model for offering multi-sectoral programs. These may be, therefore, a more successful model for promoting multi-sector arrangements in the short-term than the attempt to establish multi-sector institutions such as institutes of tertiary education.

b) Further investigations of the administrative arrangements for contracting could provide useful information for other states.

c) The informal nature of joint teaching, transfer etc., needs to be addressed and some formal arrangements developed.

A much more detailed study of contracting in Western Australia is being undertaken by Dr J.R. Walsh of WAIT for the standing committee on External Studies of the CTEC.

10.3.9 Contracting in Queensland

Aust (1986) has reported that negotiations are underway between DDIAE and Toowoomba College of TAFE for the latter to conduct an Associate Diploma course in Business Management.

10.3.10 Contracting in marine studies

The Commonwealth Department of Transport controls the award of marine navigation qualifications, but, at the master certificate level, TAFE provides the course and administers the examination on behalf of the department. Advanced standing in the Diploma and Bachelor of Marine Science at the Australian Maritime College is available to students who possess the Master, Class I certificate.

Tennant (1986) said that this was a good example of TAFE conducting training for a highly regulated industry where the award is controlled by the government department which regulates the industry.

Table 15

Contracted higher education programs, WA, 1986

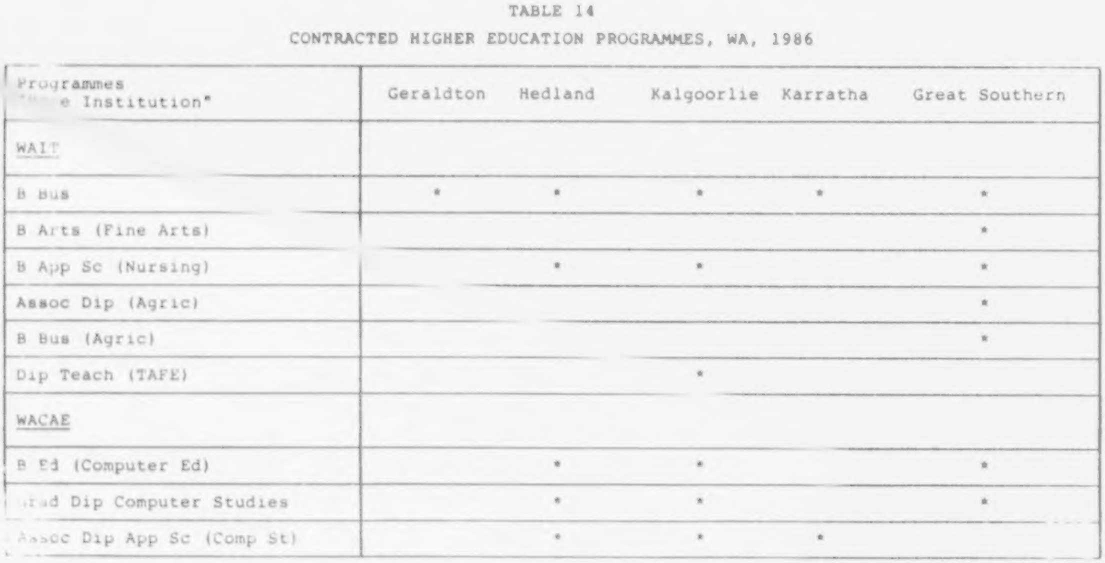

TABLE 14

CONTRACTED HIGHER EDUCATION PROGRAMMES, WA, 1986

Programmes "Home Institution"	Geraldton	Hedland	Kalgoorlie	Karratha	Great Southern
WAIT					
B Bus	•	•	•	•	•
B Arts (Fine Arts)					•
B App Sc (Nursing)		•	•		•
Assoc Dip (Agric)					•
B Bus (Agric)					•
Dip Teach (TAFE)			•		
WACAE					
B Ed (Computer Ed)		•	•		•
Grad Dip Computer Studies		•	•		•
Assoc Dip App Sc (Comp St)		•	•	•	

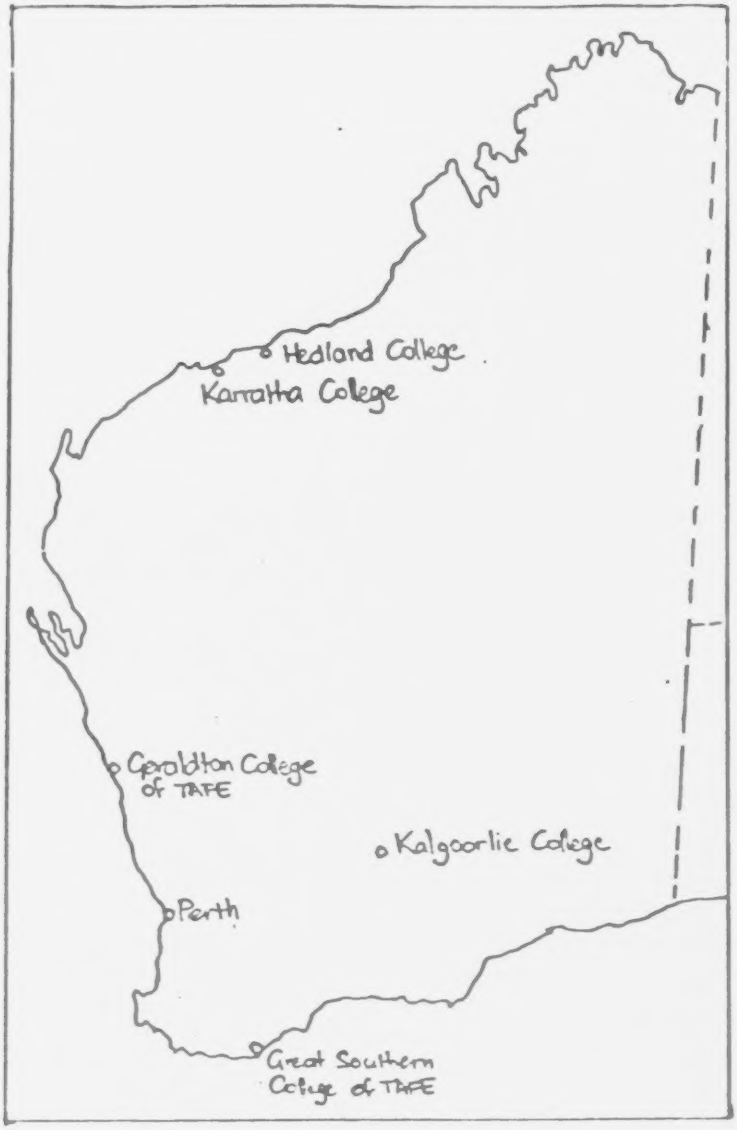
Hedland College
Karratha College
Geraldton College of TAFE
Kalgoorlie College
Perth
Great Southern College of TAFE

Figure 1 : TAFE Colleges offering higher education courses under contract, WA, 1986

Figure 1: TAFE colleges offering higher education courses under contract, WA, 1986

10.4 MUSIC - ARTICULATION ACROSS THE THREE SECTORS. CLIFF BURLEIGH

10.4.1 Introduction

Within the central section of the City of Adelaide, three separate tertiary institutions have a major commitment to teaching music viz the School of Music, Adelaide College of TAFE (located in Flinders Street), the School of Music at the SACAE (Kintore Avenue site) and the Faculty of Music at the Elder Conservatorium of Music, University of Adelaide (North Terrace). The sites of the university and the SACAE adjoin each other and the Adelaide CTAFE School of Music is just over one kilometre away.

This study concentrates on the relationship between the Adelaide TAFE School of Music and the University of Adelaide with particular reference to the amount of status granted to students graduating from the TAFE Certificate in Advanced Music (CAM) when continuing their music study in the Bachelor of Music (Performance) at the University. However, reference will be made to other music courses at both institutions and also at the SACAE.

10.4.2 History of the arrangement between TAFE and the university

The Elder Conservatorium of Music has had a strong link with the School of Music, since it supported its establishment in 1969. A primary role for the school was to provide an opportunity for serious music study by students who were ineligible to enter the University course. In 1973 the three year full time course, Certificate in Advanced Music, was established to fill the gap created when the university discontinued its Music Diploma course.

In 1979 the then Dean of the Faculty of Music at the university approached the Head of the TAFE School of Music to arrange a meeting to formalise the historic links which had developed between the two institutions.

The meeting proposed that a formal Liaison Committee be established to consist of the Dean plus two senior members of the music faculty at the university and the Head of the Adelaide TAFE School of Music plus two senior staff at the School. The Committee would have advisory powers to the respective institutions.

The recommendations from that meeting were submitted and subsequently approved by the Faculty of Music and the Director General of Further Education. The formalisation of this closer liaison was welcomed by both organisations.

Initially liaison committee meetings were held once a month to establish the means of promoting greater co-operation. Since then, the meetings have become less frequent and are called mainly to consider specific issues about four or five times a year.

On matters of policy, the recommendations of the committee are considered independently by the Faculty of Music at the university and the Board of Studies (for educational issues) and staff meetings (for general matters) at the TAFE School of Music. Negotiations between the two institutions are ongoing and currently include the possibility of students at the university receiving credit towards their degree if they participate in the Certificate in Instrumental Teaching at the School of Music, Adelaide CTAFE.

Other options, some of which will be more difficult to achieve, are possibilities for future consideration. One is for an increase in current mutual use of specialist staff from both institutions without the need to organise payments (e.g. part-time instructor funds). A greater range of specialist guest lecturers would be available to both institutions. Another benefit would be that, for example, students with a particular specialist instrumental teacher in TAFE could continue with that tutor if they transferred to degree studies at the university. Similarly the university may have a lecturer who teachers an instrument which is not in strong demand. This lecturer could also tutor students studying the TAFE course. In addition, university staff may be involved in the practical examinations of TAFE students, particularly those who will later be auditioning for university study, just as TAFE lecturers are frequently examiners for undergraduate, honours and masters recitals at the university.

10.4.3 The music programs of TAFE and the university

The Certificate in Advanced Music is a vocational course designed to develop advanced instrumentalists, singers and composers. While the major emphasis of the course is on practical proficiency in performances (both solo and ensemble), it acknowledges the realities of the future career of a musician by involving teaching practice, supporting studies and an elective area. Solo performance is available in all orchestral intruments plus piano, organ, harpsichord, recorder, guitar and singing. The course is suitable for both immediate school leavers and mature age stuents.

Although no specific qualifications are required, a practical level of A.M.E.B. Grade 7 and theory at Grade 5 are suggested. Intending students are interviewed and auditioned before being enrolled.

The course is three years full time or a maximum of seven years part-time. It has a definite emphasis on performance but provision is made for students wishing to specialise in music teaching or chamber music.

The University of Adelaide has two courses in Bachelor of Music, one being called Bachelor of Music (Performance). It is this latter course that the majority of CAM graduated would enter as the TAFE course is very definitely performance orientated.

The Bachelor of Music (Performance) is three years full time or equivalent and may be taken with a specialisation in an instrument or voice. The major instrumental study occupies fifty per cent of the study program for instrumental students in each of the three years, while the major vocal study and language for voice students occupy fifty per cent.

The 'other' Bachelor of Music at the University, is also three years full time, and provides the opportunity to specialise in composition, ethnomusicology, music education or musicology; the emphasis is more academic than performance.

10.4.4 The entry and status arrangements between TAFE and the university

CAM graduates qualify for two years of status in the Bachelor of Music (Performance). This is subject to an audition to confirm whether this amount of status is appropriate for the individual student.

Formerly only graduates of the CAM who had matriculated were eligible for this concession and therefore by implication, non-matriculation students may have had difficulty gaining entry unless by the mature-age scheme or by studying matriculation. Although this has caused problems in the past, it is not generally an issue now because the university recognises that graduates from CAM have demonstrated their ability to undertake further study at tertiary level. However, non-matriculant students must conform to the procedures by having their application referred to the Matriculation Board of the University for formal approval.

The amount of status in the 'other' Bachelor of Music is a little more complicated for CAM graduates, irrespective of whether or not they have matriculated. CAM graduates who have studied composition qualify for more than two years status in the general degree. However, there may be certain third year units which require a pre-requisite level of study not provided in the CAM. For example, Ethnomusicology III requires a pass in Ethnomusicology II. However, these requirements are not seen as forcing a student to repeat work already completed but are necessary for any student to be able to understand higher level academic study in that subject area.

To date, 28 CAM students have received two years status in their degree studies at the University of Adelaide. On the other hand, 22 university students were enrolled in the Certificate in Accompanying at the TAFE School of Music in 1986; the average number of such enrolment since 1982 has been 20 per annum.

Even before any CAM graduates had been granted status at the Adelaide University such graduates were granted direct entry into post graduate studies at the Victorian College of the Arts (i.e. three years or full status in their equivalent undergraduate award).

Many CAM graduates have also been successful in gaining status at other institutions. The following numbers have received two years status in three year undergraduate programs at the listed institutions: Canberra School of Music (2), the Zurich Academy of Music, Switzerland (1), University of Tasmania (1), NSW Conservatorium (1) and the SACAE (7).

10.4.5 The advantages of the status arrangements

It is important to note that there are reciprocal benefits for university students who undertake particular studies at the TAFE School of Music. For example, students studying instruments at the university where there may be limited opportunity to receive large ensemble experience, can join the appropriate TAFE ensemble and receive credit towards their degree. Guitarists, symphonic wind players and string players are examples. University keyboard students who complete the TAFE Certificate in Music (Accompanying) are granted 18 units of their Bachelor of Music General Studies program which should total between 21 and 30 units over the three year course (one unit is equivalent to 3% of a year's work).

Additional benefits, beyond the granting of status, have accrued to the two institutions as a result of their co-operation. The TAFE college has been given the free use of the Elder Hall (at the university) for their concerts and there have been joint staff concerts, joint opera productions and many other co-operative ventures which often have been managed under the guidance of the liaison committee.

An important aspect of the links which have developed is that the university has not imposed directions or conditions on the college of TAFE courses as part of the negotiations but provides a wide range of advice to the college when the courses are being developed. The college uses course advisory committees which include representatives from the University of Adelaide, the SACAE, Australian Broadcasting Corporation, the Musicians' Union, Music Branch of the Education Department, other TAFE Music Sections and TAFE Central Office.

10.4.6 Transfer and status arrangements between TAFE and SACAE

The SACAE is the third institution to be considered in this study. Currently it has, inter alia, a three year Bachelor of Performing Arts-Music designed to prepare students for a professional music career and to enable them to proceed to post-graduate studies in performance (often at the University of Adelaide) or education.

The major study area which forms two-thirds of the degree course is devoted to solo and ensemble performance, and to other studies which directly relate to performance. The normal entry requirements are satisfactory completion of Year 12 studies and evidence of performing competence and potential, to be assessed at an audition. Mature age applicants without Year 12 may be admitted if they display a level of performance sufficient to suggest they will complete the course satisfactorily.

Specific mention is made in the handbook that students who have completed the TAFE Certificate in Advanced Music, may receive two years status in the BA-Perfoming Arts (Music) and be granted direct entry to the third year of the degree (SACAE, 1984).

There is currently a proposal for the BA-Performing Arts (Music) at the SACAE to be increased to four years of full time study. Specific mention is already provided in the documentation for the new course that special provision will be made for holders of the Certificate in Advanced Music from the Department of Technical and Further Education. Such students will be admitted directly into the third or fourth year of the Major Study Area dependent upon an audition.

The maximum status granted will be 96 points. This represents two-thirds of the total award, the same proportion as is currently granted to TAFE graduates for the current award.

At the present time there is no direct formal liaison between the SACAE and the TAFE School of Music on the matter of status as the current system which has been successful for many years has been accepted as the norm. The final amount of status granted, both under the present and proposed course, is still subject to an assessment of the TAFE graduate, so SACAE has some discretionary powers should it consider that a graduate from the School of Music is not of sufficient standard to enter directly the final year of either the (old or new) Bachelor course.

Although not an area of direct investigation in this study, CAM graduates also receive substantial credit in their music specialist major if they transfer to the Bachelor of Education-Secondary Music at SACAE.

Superficially the status arrangements for CAM graduates at SACAE seem very similar to those for entry to the university courses but, the agreement is very much more ad hoc. It lacks the formal structure that has developed between TAFE and the university. Initial discussions between the SACAE, and TAFE to develop a formal agreement were not as productive, partly, it has been suggested, because TAFE was unwilling to structure its course to fit more exactly towards a progression into the final year of the BA-Performing Arts (Music) at the SACAE. TAFE considered that such a prescription would be unnecessarily restrictive both on the scope of the course teaching that could be undertaken at the School of Music and the amount of status CAM graduates may receive at other institutions.

In the present circumstances where status arrangements are written into the course documentation, there may not seem to be a need for a formal liaison structure between the two institutions. In any event, there may be no need for a formal agreement, as the SACAE would not be likely to attract many CAM graduates if it did not grant similar amounts of status in its BA-Perfoming Arts (Music) as is granted by the university for its Bachelor of Music. However issues involving more than just course status are considered in such liaison committees. This point is raised again in the following paragraphs.

10.4.7 Conclusion

In a city the size of Adelaide it seems eminently sensible for there to be a strong degree of co-operation between institutions providing music education in order to avoid unnecessary overlap. In an atmoshere of rationalisation of programs and proposals to combine faculties of the different institutions into a specialist campus, such co-operation between the institutions is an excellent argument to retain the status quo and avoid going through all the trauma and expense of re-organisation. By way of speculation, it would not be a surprise to see a more formal liaison committee established between the Adelaide CTAFE and the SACAE or even perhaps a single committee between the three institutions.

The development of strong formal links, as has happened between Adelaide CTAFE and the University of Adelaide is not an essential component of status arrangements. The geographical spread of institutions in Australia, and their diverse subject configuration would present a formidable barrier to the extensive development of liaison agreements similar to the Adelaide CTAFE and Adelaide University model. The SACAE situation, and the experience of TAFE graduates moving interstate, illustrate that status agreements can be reached in a variety of circumstances.

10.5 NATIONAL INSTITUTE OF TERTIARY EDUCATION (NITE). VICKI WOODS

10.5.1 Background

In December, 1984, the Commonwealth Minister for Education, Senator Susan Ryan, announced the formation of a working party to investigate the possibility of establishing a National Institute of Tertiary Education in the ACT. The working party comprised Mr Hugh Hudson (Chairman of the Commonwealth Tertiary Education Commission) as its Chairman, Prof. Richard Johnson (then Secretary of the Commonwealth Department of Education), and Mr Phillip Ibbotson (Principal of the Bruce TAFE College).

The terms of reference (Hudson, 1985b) under which the working party set about its task were to examine how such an institute could:

a) assume responsibility for the provision of technical and further education in the ACT;

b) co-ordinate the provision of advanced education and TAFE activities in the ACT, including those of Bruce, Canberra and Woden TAFE Colleges, the Canberra College of Advanced Education, the Canberra School of Art and the Canberra School of Music;

c) arrange for appropriate governance of the degree (and higher degree) courses in the Schools of Art and Music, in conjunction with the Australian National University;

d) provide a source of advice to the CTEC on the development of tertiary education in the ACT and act as a national clearinghouse, co-ordinator and ultimately, provider of external studies courses at all levels of tertiary education and

e) through its structure and approach, otherwise assist the Commonwealth Government in its national objective for participation and equity.

The appointment of the working party related to a number of educationally, politically or socially motivated activities, at both the national and local levels, which were current at the time.

Educationally, the Commonwealth Government had clearly stated its objectives for increased participation and greater equity in all sectors of education. The CTEC, in response to these objectives, gave further direction to their achievement in its Report for the 1985-87 Triennium (CTEC, 1984a). CTEC recognised the increasing role of the TAFE sector in providing opportunities for entry to higher education and considered that the three tertiary sectors should regard themselves as complementary rather than competitive.

The Review of the Structure of the Commonwealth Tertiary Education Commission (Hudson, 1985a)(Section 2.1.5) gave considerable emphasis to the lack of attention which the CTEC had been directing towards fostering inter-sectoral developments, and the ways in which the existing structure of CTEC inhibited progress in this area. Hudson recommended that:

> the charter of the CTEC be revised to extend the Commission's functions to include promotion of cross-sectoral developments (Hudson, 1985a, p.38).

Politically, the introduction of self-government for the ACT was becoming a reality and necessitated an examination of how educational provision would be affected by this new administration. Three months prior to the appointment of the NITE working party, Senator Ryan released a discussion paper on the Governance of ACT Education (DEYA, 1984a). The paper, which was released for discussion within the ACT community, outlined five options for the future administration of education in the ACT in the event of self-government. The NITE proposal was subsequently presented as a sixth option to those already described in the discussion paper.

Socially, the NITE proposal was perceived to offer a model for an educational concept which could be introduced elsewhere in Australia, particularly in regional centres and outer metropolitan areas of the larger cities, where the population is generally regarded as educationally and socially disadvantaged by the lack of appropriate and adequate educational facilities (Hudson, 1985b).

10.5.2 Development of the proposal

In announcing the establishment of the NITE working party, Senator Ryan described the institute as a 'multi-level, multi-campus institute in the ACT offering advanced education and technical and further education courses'. The Minister claimed that there were '. . . many unnecessary inter-sectoral barriers that now serve to frustrate the aspirations of students' and that '. . . the development of the Institute concept will serve to remove some of the man-made barriers and create easier pathways for students to progress through various levels of education' (Minister for Education, 1984).

The working party commenced its task by releasing a discussion paper early in 1985 outlining a broad approach to the possible structure and functions of NITE (NITE, nd).

In its discussion paper, the working party indicated that the structure for NITE which was being developed arose from the following aims which were consistent with the terms of reference:

- to secure an arrangement for tertiary education which enables students to develop their potential without inhibition from unnecessary barriers;

- to establish a tertiary institute which is able to operate across present inter-sectoral boundaries;

- to ensure that the Institute is established in a sufficiently flexible way to meet emerging needs deriving from educational, demographic and economic changes;

- to create a model for the organisation of tertiary education which can stimulate development along similar line elsewhere in Australia (NITE, nd).

Two categories of membership of the Institute were originally proposed:

- Member Colleges

  These included the Bruce, Canberra and Woden TAFE Colleges and the Canberra School of Music and the Canberra School of Art which are currently the components of the existing ACT further education system and which would be under direct control of the Institute.

- Associate Colleges

  These included bodies such as the Canberra College of Advanced Education and the Australian National University, which would continue to operate under their respective Acts of Parliament but would be required to consult with NITE on particular activities.

The discussion paper was followed up by consultations between members of the working party and interested organisations. This led to a final proposal which was released in April 1985 (Hudson, 1985b).

The final proposal differed somewhat from the original proposal in that it did not include the second category of associate colleges within the NITE structure.

In developing its recommendations for the establishemnt of NITE, the working party took note of what it believed to be '. . . limited arrangements to facilitate the movement of students between sectors and the transfer of credit between institutions' (Hudson, 1985b, p.5). It was acknowledged that the issue of granting credit was the responsibility of individual institutions, but the working party considered that NITE should be able to influence and encourage institutions in this regard.

The working party reported that the present administrative arrangements in ACT tertiary education did not sufficiently facilitate the movement of students across sectoral boundaries, although a few cases of co-operation between the TAFE and advanced education sectors had been identified.

The working party recommended that the NITE be established in the ACT as a statutory authority under Commonwealth legislation (a proposed NITE Act). The Institute was to pursue a number of specific objectives aimed at widening educational opportunities for students. The working party considered that NITE would assist the Government to fulfil its objectives of increased participation and greater equity by describing the main objective of the Institute as being '. . . to foster cross-sectoral co-operation among Member Colleges and other ACT tertiary institutions directed at facilitating the movement of students across the sectoral boundaries of tertiary education so as to widen educational opportunities for students and ensure the efficient use of resources' (Hudson, 1985b, p.8).

Accordingly, amongst the functions described for the Institute were the promotion of ". . . consultation and co-operation between Member Colleges and other ACT tertiary institutions in order to extend opportunities for access by students to tertiary education" (p.9).

Governance of NITE was proposed at two levels, the NITE Governing Council and Councils of the Member Colleges. Complementary roles were defined for these bodies. The working party also proposed that a system of standing committees be established by the governing council to assume responsibility for specific areas such as finance, buildings, staffing, equipment, student progress, academic issues, and higher education consultation. Responsibility for promoting cross-sectoral mobility of students would, for example, be one of the roles of a Student Progress Standing Committee which would assume the function of advising the governing council on ". . . policies to facilitate the inter-institutional and inter-sectoral movement of students with appropriate credit for studies completed" (p.18).

The working party recommended that membership of the governing council should be by individual appointment based on appropriate expertise rather than by representation of the member colleges. Membership of the standing committees, however, was generally to be representative of the member colleges, and where appropriate, the other ACT tertiary institutions. The working party considered that this kind of membership structure would best serve the objective of promoting the advancement of cross-sectoral issues.

Although the final proposal had dropped the concept of associate membership by institutions such as the CCAE and the ANU, the working party emphasised the importance of establishing procedures for ensuring that adequate consultation would take place between member colleges and the other ACT tertiary institutions. The standing committee structure was designed to facilitate this consultation process. In fact, while the number and functions of standing committees to be set up was left to be determined by the NITE Governing Council, the working party specifically recommended that a Higher Education Consultation Committee be established under the proposed NITE Act to give legislative support to the consultation process.

In addition, the working party proposed that the ACT higher education institutions funded through the CTEC should be subject to the following requirements in respect of new course proposals:

. to consult the Institute in the case of proposals at Diploma level and above which would have a significant impact on enrolments from within the ACT and surrounding regions;

- to obtain the approval of the Institute for proposals at associate diploma level and below' (p.50).

While the functions described for NITE have a fundamentally local impact, the concept of an institution such as NITE was seen as providing a model for developments throughout Australia.

The working party also considered that NITE should serve a specific national function and consequently suggested that it would be appropriate for NITE to assume a national role in the field of external studies. It was envisaged that, as an agent of the CTEC Standing Committee on External Studies, NITE would initially co-ordinate a program of data collection, research and policy development in tertiary external studies and act as a clearinghouse of information on the availability and requirements of courses in the external mode from all providers in the three tertiary sectors. Ultimately NITE would become a provider of external studies courses at all levels of tertiary education.

In assuming this national function, NITE was seen by the working party as potentially playing a role similar to that proposed in 1974 for the National Institute of Open Tertiary Education (NIOTE) at the proposed University of Albury-Wodonga. Amongst the specific functions which had been described for NIOTE were to:

- facilitate entry of students of demonstrable capacity, but not necessarily with formal qualifications, to tertiary institutions and

- collaborate with existing and future tertiary institutions in establishing procedures for the transfer of students between institutions and the acceptance of credits among institutions, and to arrange for the publication of information and the provision of advice to students in that connection (Hudson, 1985b, p.44-45).

If NITE were to assume the functions proposed for NIOTE, there would be an opportunity of open access to tertiary education for all students regardless of prior formal qualifications.

10.5.3 Community response to the proposal

Following the release of the report of the working party in April 1985, the Minister indicated that no decision would be made on the implementation of the proposal until the public had had adequate opportunity to consider the recommendations and to offer comments on them. There was considerable interest in the report, with more than 30 organisations, institutions and individuals responding to the Minister. These comments were summarised in a paper prepared by the Territorial Policy and Co-ordination Branch of the Department of Education (CDE, 1985).

It was evident that there was considerable resistance to aspects of the proposal by sections of the ACT educational community, particularly the Schools of Music and Art, the ANU, the CCAE and the staff associations. The TAFE sector in general was supportive of the proposal. There were no apparent objections relating to the main objective of NITE which was the promotion of cross-sectoral co-operation among member colleges and other ACT tertiary institutions. In the main, the arguments against the proposal were directed towards the issues of governance, (particularly the non-representative membership of the NITE Governing Council) and staffing.

The ANU and CCAE raised objections to the proposed powers of NITE relating to course approval and co-ordination at their own institutions and indicated that they did not consider it necessary to formalise co-ordination and consultation structures.

The Schools of Art and Music declared their preference to become autonomous under their own Acts of Parliament, with some affiliative mechanisms being arranged with the ANU. They objected to being under the control of a NITE Governing Council which was also responsible for the three TAFE Colleges, as they considered this to be incompatible.

There was little support for the national role of NITE in the external studies field, or for that matter, in any national field.

The summary paper on the comments relating to the NITE proposal acknowledged the wide lack of acceptance to NITE by the ACT community. In the light of the responses received, it became apparent that while some of the objections which were raised could be attended to by making relatively minor modifications to the proposal, other issues could be addressed only by a basic reformulation of the concept. The paper went on to propose a number of optional arrangements which were designed to overcome the main objections, such as those relating to governance and national roles, while retaining the fundamental objective of promoting cross-sectoral and co-ordination arrangements.

Four new options for models were proposed. They were:

a) a modified NITE, which addressed further the problems raised in relation to the composition of the governing council and staffing matters;

b) an ACT Institute of Tertiary Education, which would be an ACT, rather than a national institute, and would be controlled within the ACT. It is doubtful that the ANU and CCAE would be included in a body such as this.

c) a joint Commonwealth/ACT Institute of Tertiary Education which would give recognition to both the Commonwealth and ACT interests in ACT tertiary education. The roles of such an institute would be to advise the Commonwealth and ACT Governments on the planning and co-ordination of ACT education and to promote co-operation between institutions in order to facilitate the cross-sectoral mobility of students and similar objectives.

d) a Joint Commonwealth/ACT Institute of Education, which would have similar roles to those described in c) above but which would include the ACT schools sector as well.

The summary paper suggested that either options c) or d) could be viable if the Institute were to be an advisory body only, with the added advantage that the ANU and CCAE could become members of the Institute, and the basic objectives of the NITE proposal would be preserved.

In September 1985 the CTEC (1985a) endorsed the principles behind the recommendations of the working party.

10.5.4 Summary

The working party proposed that a National Institute of Tertiary Education be established in the ACT. It described this Institute as '. . . an association of institutions linked so as to promote the overriding objective of widening educational opportunities for students' (Hudson, 1985b, p.8).

The first and foremost objective of the Institute was to foster cross-sectoral co-operation among member colleges and other ACT tertiary institutions. The concept of NITE which was developed in a particular educational, political and social environment was regarded by the working party as offering a model for future educational provision elsewhere in Australia.

In presenting cross-sectoral mobility as the fundamental objective of NITE, the working party has described fairly and correctly the problem of the lack of cross-sectoral co-operation as being of national concern, but has not provided data in its report which supports the claim that the problem exists in the ACT. Further, the working party has made no attempt to indicate at which levels the assumed barriers exist. (Nevertheless, as has been pointed out (Section 2.5.1) the actual number who transfer from TAFE to higher education in the ACT is disappointing. Authors' comment.)

If NITE is to be offered as a model for addressing the issue of cross-sectoral mobility nationally, caution should be used concerning the risks of testing the model in an environment where the assumption has been made that inter-sectoral barriers exist but where this has not been proven. The report therefore is guilty of lacking the data to support the proposal.

Further, the report lacks clarity and detail in defining how NITE could achieve its objectives of gaining more effective co-ordination or enhanced cross-sectoral mobility. The working party proposed a system of standing committees which would function on behalf of the NITE Governing Council and suggested that a Student Progress Standing Committee be established to deal with policies which facilitate the inter-institutional and inter-sectoral movement of students with appropriate credit for studies completed.

The only standing committee which the working party considered to warrant specification in the proposed NITE Act was the Higher Education Consultative Committee. The functions prescribed for this Committee were to '. . . undertake consultations in respect of major new teaching developments proposed by ACT higher education institutions which would have a significant impact on enrolments from within the ACT and its surrounding region' (Hudson, 1985b, p.18).

Recommendations were made by the working party also in relation to new course proposals by the ACT higher education institutions which are funded by CTEC. It is not clear from the report of the working party whether the functions of the Higher Education Consultative Committee, and these recommendations, were designed with the aim of fostering cross-sectoral developments, or of protecting enrolments within the TAFE sector.

The proposed legislative requirements for NITE to establish a standing committee to perform the functions suggested for the Student Progress Standing Committee (i.e. facilitation of inter-institutional and intersectoral movement of students with appropriate credit for studies completed) were omitted. There was also lack of clarity in describing the functions of the Higher Education Consultative Committee. These create the risk of the fulfillment of the prime objective of the NITE being left to the mercy of the goodwill and co-operation of the institutions concerned.

Finally, the NITE proposal began as an additional option for the governance of ACT education to those options which had already been considered by the Minister for Education and the ACT community. While the original discussion paper (DEYA, 1984) had its origins in the light of impending self-government in the ACT, the NITE report has not addressed itself to this issue. The recommendation that NITE be established as a statutory authority under Commonwealth legislation would be regarded by many as a blessing in that it may be implied that tertiary education in the ACT, including TAFE, would be better off financially under Commonwealth control than under some form of self-government. This 'hidden objective' for the establishment of NITE in the ACT may be considered by some as a more persuasive motive than the argument for fostering cross-sectoral developments.

Despite the endorsement of the CTEC, it seems that the NITE proposal is unlikely to proceed. Following consideration of community responses to the NITE proposal and discussions on the future of ACT education, the Minister for Education has issued a news release announcing that TAFE in the ACT will be organised as a single multi-campus college (Minister for Education, 1986). This decision has not resolved the issue of cross-sectoral mobility which will remain, and which will ultimately need to be addressed by the decision-makers.

10.6 BRIDGING COURSES IN QUEENSLAND. DAVID AUST

10.6.1 Introduction

In Queensland at present there is little formal recognition of lower level TAFE qualifications by universities, QIT and the other colleges of advanced education. This lack of formal recognition manifests itself in TAFE students experiencing difficulties in gaining access and status in the institutions of higher education. Further, TAFE students must also compete with high school leavers for places in tertiary institutions. In 1985 the Queensland Tertiary Admissions Centre received 32646 applications for 13500 tertiary places (DE, Q, 1985b).

However some higher education institutions in Queensland take positive steps to assist TAFE exit-students transfer to higher education. In addition the CTEC (1985a) considers that regional TAFE colleges may well be an important means of increasing higher education participation in Queensland.

This study examines the two bridging courses offered at a number of Queensland TAFE colleges, their acceptance by higher institutions, their use by students and their success.

10.6.2 The bridging courses

There are currently two bridging courses available at a number of TAFE colleges in Queensland. Both have been developed following requests by higher education institutions for relevant courses aimed at 'bridging' non-matriculated students into a particular vocational course of study.

a) Bridging course to diploma in Applied Science in Nursing. This one semester course is offered at seven metropolitan and regional TAFE centres and was designed to enable practising nurses who have not obtained the necessary Senior (grade 12) subjects (i.e. mathematics, physics, chemistry) to enrol in the Diploma in Applied Science course at QIT and other CAEs. While there is no available information about the success of students who have gone on to the higher institutions, the data presented in Table 16 indicates that student numbers in the bridging course have doubled in the past five years.

Table 16
Total enrolments in the TAFE bridging course to diploma in applied science in nursing

Year	Total Students	% Increase on 1980
1980	166	-
1981	289	174.1
1982	248	149.4
1983	296	178.3
1984	338	203.6

Source: TAFE annual statistics, Resource Management Branch, Division of TAFE

b) Engineering Bridging course for (UG3) Associate Diploma. This course was designed to qualify students without matriculation for admission to both (1) Associate Dipoma in Engineering courses at the CAEs and (2) Fellowship Certificate (UG3 equivalent) and Associate Diploma courses offered at some TAFE colleges. The two year part-time bridging course is offered at fourteen TAFE colleges in metropolitan and regional centres. Table 17 shows that the course has attracted a steadily increasing number of students over the past five years.

TABLE 17
Total enrolments in the TAFE engineering bridging course for associated diploma

Year	Total Students	% Increase on 1980
1980	313	-
1981	425	135.8
1982	499	159.4
1983	543	173.5
1984	680	217.3

Source: (as table 16)

Students completing the course are able to claim exemption from equivalent subjects in Engineering Associate Diploma Courses at the CAEs. At present QIT gives credit for one year part-time of the UG3 Engineering Courses. Approximately 35% of students who enrol in the TAFE Engineering Bridging course at the South Brisbane College of TAFE go on to higher education (Vidalis, 1985). The CAEs do not compile statistics of TAFE student enrolments and therefore the success of TAFE students undertaking the Associate Diploma courses is unknown.

10.7 THE ATTITUDES AND ROLES OF PROFESSIONAL ASSOCIATIONS, PUBLIC UTILITIES AND LARGE INDUSTRIES REGARDING CROSS-SECTORAL TRANSFER. S. BAYLY-STARK

Professional organisations interviewed represented the fields of business (accounting and banking), engineering, architecture and building and social work. These are the major fields which meet the criteria of having possible cross-sectoral links as well as an established professional organisation.

Four major industries and two public utilities located in different regions of Tasmania were contacted to determine their views on the issue. Those in the south were interviewed, but as time did not permit travel to the north and north west of the state, industries in those areas were asked to complete a questionaire. Two industries were unable to complete the questionaire in the time allocated.

10.7.1 Professional organisations

All the professional organisations contacted were aware of the issue of cross-sectoral transfer to some degree. The extent of their interest, enthusiasm and involvement, varied according to the priorities of their organisation, but common issues, concerns and suggestions emerged. A list of organisations who contributed to this study is shown in Appendix H.

The majority of organisations contacted represented the Tasmanian branches of national organisations. All organisations are concerned with ongoing professional development of their members and saw the cross-sectoral transfer issue as part of this. They were, therefore, generally supportive of the concept. As could be expected, the views of para-professional and professional organisations differed somewhat.

Professional organisations were supportive of the concept with the proviso, of course, that the standards of degree courses and hence eligibility for membership of their association, not be compromised. Professional organisations did not see any role for themselves as initiators of arrangements for cross-sectoral transfer, although some, such as the Institute of Chartered Accountants would wish to be involved in any negotiations with education authorities.

Para-professional organisations were generally the most concerned, although none to date has played any direct role in negotiating current credit arrangements with higher education institutions. Current arrangements have been negotiated between TAFE and higher education authorities. The Institute of Affiliate Accountants was the only organisation which had made a formal approach to a higher education institution in an attempt to gain further recognition and credit for TAFE Certificate studies. This was a recent approach and as yet no discussions have been held.

Some para-professional organisations, notably social welfare and to a lesser extent engineering, were concerned that an increasing emphasis on upgrading qualifications could result in a downgrading of the value of their certificate qualification.

In the case of social welfare officers, in particular, this situation is a reality with a tendency for the State Government to require all welfare positions to be held by people with a degree qualification. This tendency could disadvantage current employees with TAFE Welfare Work Certificates as no credit is available for that certificate if the holder wishes to upgrade qualifications by undertaking the Bachelor of Social Work Course at the TSIT. The priority of the association in recent years has been to maintain members' positions, and very little time and effort has been given to the issue of cross-sectoral transfer.

In engineering and architecture there are no diploma courses and so the only option for upgrading qualifications is from a certificate to degree level.

The para-professional organisations are acutely aware therefore of the problems their members face when wishing to upgrade their qualifications. Although a TAFE Certificate qualification may be accepted as entry to a higher education institution, in most desciplines very little, if any, status is given to TAFE certificate holders. Credits/exemptions are not guaranteed and individuals must negotiate their own credits. As most certificate holders have studied for four years on a part-time basis, they are understandably reluctant to study for a further six or eight years to complete their degree.

In some disciplines, especially engineering, part-time study is not practical. In this case it is generally necessary for a person wishing to study at a degree level to resign from work to study full-time. This is obviously impossible for many. An additional disincentive is the fact that, on completion of their degree, their initial salary may well be at a lower level than their previous technical level.

Other major problems facing people who wish to upgrade their qualifications concern the location of higher education courses. Although accounting can be studied at the university or the institute (internal and external courses), engineering is available only at the university in Hobart, whilst architecture and social work are mainly conducted at the TSIT in Launceston.

It is impossible for people in Hobart to study part-time in Launceston or vice versa and therefore there is no opportunity to study except on an external basis. Further in no case is there the opportunity for north west coast residents to undertake higher education except externally.

Not surprising in view of the above problems, most para-professional organisations report that there are few people who have considered or who are seriously considering upgrading their qualifications under current conditions. Therefore, they have not taken an active role in attempting to negotiate arrangements for cross-sectoral transfer. Most associations feel however, that if more realistic credit arrangements and articulated courses were established, thereby reducing the time required to upgrade a qualification, many more members would be interested. Almost all organisations are prepared to take an active role concerning this issue if their members want them to do so.

One association, the Institute of Building, reported considerable demand and interest in higher education courses even though a relevant course is not currently available in Tasmania. Holders of the TAFE Tasmanian Certificate of Building had in the past been able to obtain credit for subjects at RMIT for study at a diploma level. The RMIT course has now been upgraded to a degree level and credits are no longer available. The institute is actively negotiating with the university to establish a degree course in building, encompassing quantity surveying. The course will be aimed at school leavers but it is hoped that the course will be designed to articulate with the TAFE certificate course.

Most organisations considered that a formal and consistent credit arrangement between TAFE and higher education courses was the most appropriate way to facilitate and encourage cross-sectoral transfer in Tasmania. This may involve a change in course content and upgrading of TAFE certificates to an associate diploma level in some instances. Some organisations saw the re-introduction of diploma level courses which could be completed on a part-time basis as appropriate. Due to the small number of people who would wish to upgrade their qualifications at any time, it was considered that specific bridging courses would not, in most cases, be a viable option unless available on an external study basis.

The problems of access to courses is hard to solve in a state the size of Tasmania. It has been suggested that staff in TAFE colleges could be contracted to take some higher education courses as is currently the case with some north west coast courses. In some courses this may not be practical and arrangements with external study courses from the TSIT or mainland institutions may be the only realistic option.

In summary, professional organisations are aware of the problems associated with cross-sectoral transfer arrangements and have constructive suggestions to facilitate this process. However, because of the small proportion of their members expressing a desire to upgrade their qualifications, most do not feel justified in initiating action at present. However they would like to take part in any discussions between TAFE and higher education institutions on this issue. They feel improved cross-sectoral transfer mechanisms would generally be beneficial to their members and to employers.

10.7.2 Attitude of industry and public utilities

The issue of cross-sectoral transfer was not of great concern to any of the industry or public utilities contacted. Very few of their employees with TAFE qualifications had expressed interest in upgrading their qualifications.

Most industries such as Electrolytic Zinc Company (EZ) and Tioxide Australia, either recruit school leavers and support them for their initial qualification at trade, technician or degree level or recruit graduates. They do not encourage their employees with TAFE certificates to upgrade to a higher level for two main reasons. Firstly, they have no difficulty in recruiting graduates. Secondly as almost all employees with a TAFE certificate obtain their qualifications whilst working for the companies, it is difficult to recruit trained technicians. There is also little demand from employees due to the lack of credit given to their upgraded qualifications, the difficulty of part-time study and the location of courses.

However, if part-time study is possible, the companies will usually support their employees by allowing them to attend lectures in company time, if work schedules allow, or on a make-up basis. In fields such as engineering or science, where part-time study is not possible, companies are unable to support students or give them leave. They may re-employ them on completion of their degree.

One area in which cross-sectoral transfer has occurred is in business studies (accounting). Some credit to TAFE qualifications is given by the TSIT and part-time study is possible. It is by no means a common occurrence with Tioxide mentioning two people (TSIT) and EZ one (university) who had qualified in the last five years.

The Hydro-Electric Commission is a major employer of professional engineers and para-professional support staff. In common with industry, the Hydro-Electric Commission employs technical officers and draftsmen who study for their TAFE Certificate on a part-time basis over four years. Prior to the relocation of the then Tasmanian College of Advanced Education to Launceston in 1981, it was possible for HEC employees to upgrade their TAFE qualification in engineering to a degree level by part-time study. The Commission supported employees studying on this basis.

At the present time, the only avenue for upgrading a TAFE qualification in Tasmania is by completing a Bachelor of Engineering Degree at the University of Tasmania. TAFE Certificate holders can gain entry to the B.E. course but are not generally given credit for TAFE studies. Although the HEC will consider granting up to 12 hours a weeek for study, it is not possible to complete the engineering degree on this basis. As the HEC is unlikely to give staff leave with or without pay to undertake a four year full-time course, anyone wishing to transfer to the university would have to resign. Although it is likely that they would be re-employed on completion of their degree, the need to resign together with the time required to complete the B.E. course would act as a disincentive to those interested in upgrading their qualifications. It is estimated that only one or two employees per year would be interested in upgrading their TAFE qualification to degree level.

The Hydro-Electric Commission supports the concept of cross-sectoral transfer and has had preliminary discussion with the university on the possible introduction of a four year part-time, two year full-time B.E. course. The HEC feels that such a course combined with appropriate credit arrangements would allow them to consider offering support to their employees who wish to upgrade their qualifications. They feel however, that the existing TAFE Certificate is an adequate qualification for para-professional staff.

The Armed Forces Food Science Establishment (Commonwealth) reported that it had four persons studying on a part-time basis to obtain additional qualifications at the TSIT. They are eligible for standard Commonwealth Government study leave. As most of their employees have obtained certificates from mainland colleges, they tend to seek additional qualifications rather than upgrade their existing certificates. The Establishment feels that appropriate credit arrangements would be the best method of facilitating cross-sectoral transfer.

In summary, industry and public utilities in Tasmania have not been greatly affected by the cross-sectoral transfer issue. The demand from employees has been small and employers have seen little advantage in encouraging their employees to upgrade their qualifications. However, they have assisted employees who have been able to upgrade their qualification by studying on a part-time basis.

10.7.3 A professional association and its attitude to TAFE courses - a case study

The preceding case study by Bayly-Stark looked at the attitudes of professional associations to cross-sectoral transfer when relevant courses are available both at the TAFE and higher education level. Here the attitude of a professional association to a TAFE qualification where no analogous higher education qualification in the same state is available is described.

In the field of radiography the New South Wales Department of TAFE provides associate diplomas (UG3) in diagnostic and therapeutic radiography (DTAFE NSW, 1986). Until recently these qualifications have been sufficient for membership of the Australian Institute of Radiography (AIR).

In all other states the awards have been upgraded to UG2 although in South Australia such a course has been approved but not as yet accredited by TEASA. This is despite the fact that, for CTEC funding purposes, all existing and any new radiography courses will be considered to be two year courses (Pearson, 1984).

In 1981, the AIR anncounced that, from the 1985 admissions, all candidates for membership must have completed a three-year UG2 diploma.

Consequently the NSW Higher Eductaion Board set up a select committee to investigate the future provision of professional education for radiographers. The committee reported in December 1984 (Pearson, 1984).

The committee found that '. . . the attempt . . . to cover a wide range of essential material in theoretical studies at acceptable pedagogical standard within the framework of part-time . . . modes of study has tended to result in unduly high compaction of face-to-face teaching' (p.23). This was described as 'educationally inefficient'. Further the course was found to have the '. . . glaring general deficiency' of an '. . . altogether haphazard integration of the theoretical and practical streams' (p.25). Furthermore, the TAFE institution was underquipped in '. . . essential X-ray apparatus and accompanying teaching aids' (p.28).

It was recommended that the minimum qualification for probationary appointment to professional practice in radiography be a three-year full time UG2 diploma at a college of advanced education - preferable Cumberland College. Subsequently Cumberland has been invited to provide the course, but, although it is interested, it does not have the money to provide the facilities (Manny, 1986, pers. com.).

The Pearson report was brought down in December, 1984, and it was clear that the three year UG2 diploma which was to be required by the AIR could not be implemented by 1985. Consequently a year of grace was given by the AIR in 1985.

NSW has still not introduced a three-year UG2 diploma in radiography and there is still no clear direction for 1987. The AIR has made it plain that it will not recognise UG3 courses begun in 1986 or later. However the NSW government which employs 90% of the radiography graduates has made it clear that the UG3 qualification is acceptable. The has led to AIR pressure on chief radiographers in hospitals not to employ the UG3 graduates who commenced their course in 1986 or later.

The general opinion in NSW is that the radiography course should be UG2 and that, regardless of the current CTEC attitude to funding, this is inevitable and that the situation must be resolved by the end of 1986. The method by which the UG2 course might be introduced is the major question.

The Sydney Technical College, although it has inadequacies, (Pearson, 1985, p. 28) has been described as being the best equipped for radiography in the state. But it cannot provide UG2 courses. A number of possible structures for the course has been proposed, including an articulated course with an appropriate CAE.

Here is a case of creeping credentialism. Despite the fact that the CTEC funding is limited to two years in radiography courses, a professional association has decided that a TAFE qualification is inadequate and has used influence to have a course upgraded from the TAFE sector to higher education.

CHAPTER ELEVEN: CONCLUSIONS AND RECOMMENDATIONS

11.1 THE OBJECTIONS TO CROSS-SECTORAL TRANSFER

This report is based upon an assumption (Section 1.1) that opportunities for cross-sectoral transfer are desirable from the perspectives of both the student and the educational institution. In the course of the study, it has been found that the assumption has by no means been universally accepted and that a number of objections to cross-sectoral transfer have been raised. Before discussing the conclusions which have arisen from accepting the assumption and the consequent recommendations, it is appropriate that the objections to the concept of cross-sectoral transfer from TAFE to higher education be considered.

11.1.1 Lack of correspondence between TAFE and higher education courses

What critics mean by this statement is not clear, but it may be summed up by one respondent who stated that TAFE qualifications lacked relevance to university courses.

The pertinence of such an argument when related to entrance is hard to accept because one would find it difficult to relate secondary school qualifications to most higher education courses.

In the matter of status, it has never been argued that status should be granted in an indiscriminate fashion - rather it is to prevent unnecessary repetition of work successfully completed already. There are many analogues in higher education for TAFE courses, some details of which are set out in Section 4.5. All of these give a basis for status.

Even so, granting status on the basis of having completed an analogous course in TAFE is challenged by some who say, as Young (1985) said, that simply because courses are in the same or a related discipline, it does not mean that they are compatible in terms of intellectual effort or conceptual complexity. The inference drawn is that status cannot be expected because of a difference in educational methods and standards between the two sectors.

It is suggested that this is a transfer problem which might have a number of solutions. Young suggested two tier courses. Another approach is recommended in Section 11.5.2.

11.1.2 TAFE courses are insufficient preparation for higher education courses

The inference of this objection which has not been stated baldly by any respondent is that, while secondary school matriculation is of itself a sufficient preparation, a TAFE qualification is not. Three universities however got close to making the inference specific.

- A very high level of Year 12 qualifications is necessary to gain entry and few persons with TAFE qualifications would meet this demand.
- With the increased demand for places, the university has favoured school leavers rather than non-standard applicants.
- No middle-level qualification is satisfactory for entry.

It would be expected that, if, all other factors were equal, entrance qualifications other than TAFE were demonstrably better preparations for higher education studies, this would be reflected in any comparison of the performance and progess of the two groups in any higher education institution to which each is admitted. Much better performance and progress would be expected from those who have entrance qualifications other than TAFE. There is no evidence to suggest that this is so. If anything, the evidence, although limited, is to the contrary.

11.1.3 TAFE courses are unsuitable as a preparation for higher education as they are work-orientated

This is stated bluntly by one university. 'Work-orientated courses offered at TAFE institutions do not equip students for university studies'.

This is pure assertion. There is no evidence to suggest that courses which prepare people for work are unsuitable for building further study upon. If the proposition were true, it applies equally to courses in universities and colleges of advanced education (Section 11.3.3(d)). The proposition is never argued for the latter courses by higher education institutions.

11.1.4 TAFE courses should be ends in themselves and not designed for transfer

There is a body of opinion in TAFE itself that pursuing cross-sectoral transfer for its own sake may be the incorrect path to take. For example, Ryan (1986) would suggest that taking that path might encourage academic drift and divert TAFE colleges from their principal objectives. It is pointed out in Section 5.3.2 that American community colleges have found a need to differentiate between transfer programs and courses which prepare students for particular vocations. On the other hand Grant (1986) reported that there is a growth in the number of students in vocational courses who transfer. This includes students in many high-status fields such as engineering, business management and architecture.

This is what Moriarty (1978) and Mathers (1981) called the transfer/terminal dilemma and Hermann, Richardson and Woodburne (1976) called 'escalation versus intrinsic entity'.

The problem, as stated by Moriarty, is whether it is possible to offer a terminal course leading to a qualification which is tailor-made for the needs of a particular job, while at the same time allowing for those who wish to transfer to a higher level of study. The terminal course may lose credibility for a job qualification in its own right if it is designed and arranged to facilitate transfer of credit to other courses designed primarily for a higher level job.

Hermann et al considered that it should be possible to devise a suitable scheme to overcome these difficulties by identifying the similarities and differences between two courses and designing suitable bridging courses. A recommendation is made on bridging courses in Section 11.3.2 (b).

11.1.5 The teaching and learning methods in TAFE are different from those in higher education

There is a connection between this objection and part of that discussed in Section 11.1.1. This objection is addressed in Section 8.6.4 where it was reported that some TAFE colleges indicated that their students would have problems in adapting to different teaching styles, increased academic content and increased responsibility for self-management of studies.

The perceived nature of the problem is summed up by one university thus:

> The TAFE learning process is merely a teaching process, at university this is not the case. There are lectures and students are required to work alone . . .

It is suggested that the supposed different methods may not really be such a problem. After all, many different teaching methods are used in all sectors. Certainly it is not a reason for discouraging cross-sectoral transfer, but rather something which may need to be addressed in the process of transfer. Recommendations are made in Section 11.5.3.

11.1.6 Encouraging cross-sectoral transfer will exacerbate the admission problems of higher education

A recent review by the AVCC and the ACDP (Stranks and Watts, 1986) found that there were, in 1986, approximately 10% more applications for places in higher education than there were places available. This argument is extended most simplisticly to suggest that encouraging TAFE qualified students to look for cross-sectoral transfer is only to make a difficult problem worse.

Further it is often argued that to allow an increase of non-traditional admissions would be unfair to the traditional pool of students i.e. school leavers.

Young (1985) suggested that academic staff and 'conventionally enrolled' students may regard the entry of TAFE qualified people as an unacceptable variation of entry to course requirements resulting in increased competition for people who are qualified and who are seeking admission in conventional terms (Section 2.4.1).

The argument has two indefensible strands:

- Inequitable treatment of one group of students is justified on the grounds of administrative convenience.

- One group of students (i.e school-leavers) will be disadvantaged by treating other groups equitably. The fact of the matter is that school leavers have tended to receive favoured treatment (e.g. 11.1.2).

Leaving aside any arguments about needs for sufficient higher education places for all qualified applicants and accepting the shortfall of places, it is inequitable that TAFE qualified students be placed at a disadvantage in the cause of administrative convenience. Recommendations on overcoming this problem are made in Section 11.3.2.

11.1.7 The relative standards of TAFE courses as compared with each other and higher education courses are very difficult to judge

This has been a genuine problem. As one university said:

> There were difficulties in assessing the standards of many of the qualifications granted by TAFE. It is expected that these difficulties will be overcome to an extent by the development of a national nomenclature system for TAFE by ACTA.

11.2 INFORMING AND ENCOURAGING QUALIFIED STUDENTS TO TRANSFER FROM TAFE TO HIGHER EDUCATION

In Section 2.1.8 Grant (1986) is reported as stating that all TAFE institutions must accept that transfer is a key component of their mission. On the other hand in Section 5.2.5(b) it was pointed out that only two respondent colleges of TAFE had stated a policy in relation to encouraging and informing students on transferring from TAFE to higher education. It is suggested that the reason for this is partly the centralised nature of the administration of TAFE in much of Australia.

It follows then that, for colleges to have policies, there should be a centrally determined framework of policy within which the colleges might develop their own policy. No evidence was found that such state policies exist, although, in considering the relevant recommendations of the Parkinson (1985) report, the ACTD supported local efforts (Section 4.8.4(b)).

It is argued that, as this is an Australia wide problem, some co-ordination of effort in achieving its solution would be useful. It is therefore RECOMMENDED that the CTEC through TAFEC invite the ACTD to consider the development of national policies to inform and encourage qualified students to transfer from TAFE to higher education.

State authorities and individual colleges could then develop their own policies within the framework of the national policy.

The most common method used in TAFE colleges for informing TAFE students was by counsellors advising students on the basis of higher education handbooks and calendars. The advice which such counsellors can give is only as good as the information available and therefore it is necessary that the information in handbooks and calendars be up-to-date and comprehensive. As indicated in Section 2.2, the specific policies of transfer of higher education institutions often are not available in handbooks (or elsewhere) and it is very difficult to get the institutions to give definite advice.

As pointed out in Section 4.1.4 such a lack of firm, public policy must provide TAFE qualified persons with a great deal of uncertainty as to whether they will be dealt with consistently and fairly when they seek cross-sectoral transfer.

It may be inferred from the report of the ACTD working party on articulation of programs (Pattison 1985) that it is recommended that there is a need for students to be aware of transfer and credit arrangements so that they can plan their career paths (Section 2.7.1(a)).

This report has been adopted by the ACTD (Section 4.8.4(b)).

One change to current policies for the admission of TAFE qualified students which many higher education institutions need to make is to make them specific. Hudson (1986) has suggested that, if this does not take place on a voluntary basis, governments may have to take stronger action (Section 4.8.4(d)). Unpublished specific policies are of little value to potential students and their advisors. It is therefore RECOMMENDED that the CTEC, through the Universities and Advanced Education Councils, seek the co-operation of higher education institutions in making current policies for the admission of TAFE qualified students specific and in publishing these policies in their handbooks and calendars.

Further it is RECOMMENDED that each state TAFE authority include in its handbook information on opportunities for transfer from TAFE to higher education as they apply in the higher education institutions in their own States.

There is a report in Appendix A on the Educational Counselling and Credit Transfer Information Service (ECCTIS) in the United Kingdom. The service provides:

- essential information about courses available in a particular area of study, together with normal minimum qualifications for entry;

- similar information about courses for which particular optional qualifications and part qualifications have been accepted for entry;

- for those students leaving courses before completion, information about other courses for which students' past qualifications might be acceptable for entry.

Parkinson (1985) recommended that:

> A national admissions and credit transfer information clearinghouse with responsibility for collecting and disseminating comprehensive information on these topics be established. For TAFE in particular, the establishment of the information clearinghouse should be the responsibility of the TAFE National Clearinghouse (p.132).

This recommendation was reinforced by the TAFE Council submission to the AEC working party on the structure of post-secondary education (TAFEC, 1985).

It saw the need for:

> adequate information systems which would make available comprehensive information about admission conditions, granting of status and articulation agreements in relation to all institutions (p.3),

with one approach being:

> the development of centres or contact points whose function would be to provide information and counselling on these matters (p.4).

This approach has been adopted already in the United States. Grant (1986) reported that in some districts of the United States transfer centres have been established to assist students to find their way through the maze.

Such a project should not be undertaken without a feasibility study and, as it is a natural extension of the current activities of the TAFE National Centre for Research and Development, it is RECOMMENDED that the TAFE National Centre for Research and Development be commissioned by the ESSC of the CTEC to undertake a study of the feasibility of setting up Australian tertiary counselling and credit transfer information services. These services would include the following on-line information to (prospective) students and tertiary institutions.

- details about all tertiary courses (institution, entry, course outline, qualifications obtained, etc.)

- information about credit transfer arrangements into all higher education courses, with particular reference to the opportunities for transfer from TAFE.

A profile of the proposed project is given in Appendix I.

It is appreciated that for articulation to succeed, agreements should be made locally and often the negotiations will be delicate. Any investigation must take account of these facts.

The work being undertaken currently by the NSW Department of TAFE (Section 4.8.4(b)(Neilson, 1986) and VPSEC (Mahon, 1986) (Section 9.1.4) would provide some material for a feasibility study.

One possible action which was referred to by the Adelaide College of TAFE is to provide an opportunity for students to speak with staff of potential hosting institutions (Stanford, 1985).

It is RECOMMENDED that the CTEC through TAFEC ask the State TAFE authorities to encourage counsellors and others in TAFE colleges who are responsible for informing and encouraging students to transfer from TAFE to higher education to arrange for these potential students to discuss their prospects for enrolment and status with staff of higher education institutions.

11.3 THE PROVISIONS AND POLICIES OF EDUCATION INSTITUTIONS AND AUTHORITIES WITH REGARD TO TRANSFER FROM TAFE TO HIGHER EDUCATION

11.3.1 Provisions for entrance and credit transfer of TAFE qualified students

As Sclanders (1986) said, everyone supports the idea of cross-sectoral transfer from TAFE to higher education, but not much has been achieved in a formal sense.

In fact the provisions which exist for transfer from TAFE to higher education (with or without status) not only vary widely between the sectors of higher education, but vary between institutions in the same sector and even between faculties within the same institution. As a generality, other colleges of advanced education are more liberal toward applicants for entry who hold a TAFE qualification than are the universities and the central institutes of technology (Section 4.1.4).

Sclanders maintained that there is a need for people in all sectors of tertiary education to look beyond the perspective of their own sector and to accept that motivated students will learn even if their academic backgrounds do not meet the required pre-requisites.

Nevertheless, by and large, higher education institutions consider that they will not be under any pressure (which they will be unable to resist) from governments and their agencies to change the current provisions for transfer from TAFE. However Hudson (1986) said that, if movement does not take place on a voluntary basis, governments may have to consider stronger action. The plain fact of the matter, he said (1985c), is that higher education institutions do not recognise adequately the abilities of those with TAFE qualifications - nor do they give them adequate credit for work carried out already.

11.3.2 Policies on transfer from TAFE to higher education

a) National policies

A lack both of national and state policies and of formal and consistent policies in higher education institutions has been identified by TAFE institutions as causing problems to TAFE students who wish to transfer to higher education (Sections 4.1.4, 8.1(a), 8.1(c) and 8.6).

The concept of a formal arrangement is not new although, in Australia, it is not common. Sclanders (1986) reported that there is a long-standing arrangement between WAIT and the Technical Education Division of the Education Department of WA which allows students completing TAFE certificate or diploma programs to obtain advanced standing in the BA programs in crafts and fine arts. Usually students completing the TAFE certificate, with an acceptable portfolio, are accepted into the second year of the course. Students with the TAFE diploma with a good portfolio may be accepted into the third year of the program.

Regardless of some examples of formal arrangements, the conclusion is drawn that there is a need for the development by higher education institutions of clear and easily understandable policies and guidelines on the acceptance of TAFE qualifications for entry to higher education courses and on the exemption, transfer of credit and status that these qualifications would receive.

The TAFE Council in its statement to the AEC working party on the structure of post-secondary education (TAFEC, 1985) recognised the need for formal policies when it stated that higher education authorities and institutions should accept a comprehensive and consistent policy on the granting of admission and status to the holders of TAFE qualifications. However, TAFE authorities collectively have been unwilling to commit themselves to a co-ordinated national approach to influencing directly institutions of higher education. Taking into account the comments of Hudson above, the time might have come for initiatives towards a national policy to be taken at the highest level, particularly as the report of the ACTD working party on the articulation of programs (Pattison, 1985) noted that consultation should begin at the top level of administration.

Therefore it is RECOMMENDED that the CTEC, through the TAFE Council and in consultation with State TAFE authorities, conduct discussions with the Universities Council and the Colleges of Advanced Education Council with a view to developing national guidelines for the acceptance for admission and status of suitable and relevant TAFE courses.

b) State policies

With the development of national guidelines, there are various actions which may be taken at state and local levels.

At the state level, it is RECOMMENDED that the CTEC encourage each state higher education authority in consultation with universities, CAEs and state TAFE authorities to develop detailed guidelines for the use of individual higher education institutions in formulating arrangements for admission and status for suitable and relevant TAFE courses within each higher education institution.

This recommendation is consistent with the views of the CTEC (1986c). The Council would like to see the acceptance by higher education authorities and institutions of a comprehensive and consistent policy towards granting admission and status to the holders of TAFE certificates and diplomas, based on recognition of the value of the TAFE qualification (p.19).

It is further RECOMMENDED that any such guidelines should be based primarily on institution to institution negotiation and should pay particular attention to continuity between TAFE and higher education programs.

There are a number of means by which this can be done.

i) Curriculum co-operation

Mathers (1981) suggested the development of curriculum co-operation between the sectors of the tertiary sector in order to ensure that the purposes of courses are stated clearly and that their content is based upon recognisable vocational needs.

Mathers saw this as following from:

- improved communication between institutions;
- participation of other sectors in course planning and development;
- participation of other sectors in course review, rationalisation, assessment and accreditation;
- membership of other sectors on institutional councils and standing curriculum committees;
- shared teaching of courses and subjects.

Batchelor (1985) maintained that CAEs and universities should work with TAFE on course development.

The ACTD working party on the articulation of programs (Pattison, 1985) urged co-operative curriculum development and resource sharing in order to facilitate articulation of programs between institutions, while the WAPSEC working party on credit transfer (de Laeter, 1984) recommended that courses should be structured so that students are given the opportunity to progress from a TAFE level qualification to a higher degree.

It is RECOMMENDED that the CTEC recommend to the ACTD that it invite its members to include in their curriculum processes methods to improve communication between institutions including, where appropriate, participation of higher education in TAFE course planning and development.

In addition, TAFE authorities are urged, where appropriate, to seek the participation of TAFE in higher education course planning and development.

Burleigh (1986) reported a specific example of what is recommended in co-operative curriculum development. The TAFE Certificate in Child Care Studies in South Australia is being revised and reaccredited. The co-ordinator of the Diploma in Teaching course in early childhood education at the SACAE has been a member of the TAFE Child Care Studies Curriculum Committee.

ii) Bridging Courses

The responses to the TAFE college questionnaire indicated that 31% of the respondent colleges provided link, bridging or feeder courses for students seeking access to higher education (Table 7). It was clear also from the responses that some TAFE colleges held the view that such courses should be provided by the higher education institutions to which the TAFE students sought entry.

It would be unfortunate if an inter-sectoral argument led to the denial of education opportunities to the TAFE student. TAFE colleges should be aware that, as has been pointed out in Section 11.1.6, a recent review by the AVCC and ACPP found that in 1986 there were 10% more applicants for places in higher education than there were places available (Stranks and Watts, 1986). If TAFE colleges wish their students to be considered seriously in the demand for places in higher education, then they may well have to take the initiative in developing guidelines for and in the provision of bridging courses. Therefore it is RECOMMENDED that State TAFE authorities negotiate with higher education institutions for the development of guidelines for and for the provision of suitable bridging courses in selected disciplines at selected TAFE colleges.

The meeting of the cost of these courses is probably at the base of the objections of some TAFE colleges to providing them. If they were considered as higher education, they would, in normal circumstances, be supported by Commonwealth funding and the inter-sectoral differences on who should provide them would disappear. It is RECOMMENDED that the CTEC fund approved bridging courses.

iii) Two-tier courses

This matter which has been the subject of much discussion in recent reports was not mentioned by any respondents. If there is to be any development of two-tier courses, there seems to be a large problem selling them to the institutions. It may be that, for TAFE colleges, the selling point will be to enhance the transfer possibilities in courses in the same or related disciplines in higher education institutions.

c) Local policies

Ryan (1986) advocated close institution to institution liaison.

Co-operation at the local level can involve more than curriculum co-operation: it may involve joint counselling, discussion of mutual problems and so on.

Treloar (1985) and Burleigh (1986) stated that the Elizabeth College of TAFE has developed an informal liaison committee with the SACAE to determine policy direction on transfer (Section 4.10).

There is a similar arrangement between James Cook University and Townsville College of TAFE (Sielaff, 1985).

It is RECOMMENDED that CTEC through TAFEC consult with State TAFE authorities with a view to encouraging TAFE colleges to attempt to set up voluntary consultative committees with higher education institutions in order to resolve local problems associated with admission and status of TAFE students.

In making this recommendation, it is recognised that many such committees are being formed already.

11.3.3 Selection policies of higher education institutions

Higher education institutions have to decide whether the TAFE students by virtue of their qualificatons are competitive entrants to higher education. The development of well-defined policies on cross-sectoral transfer is incomplete unless the question of how TAFE people qualified for entry to higher education are selected against other applicants is resolved.

As Hudson (1985c) pointed out, there is no effective system for ensuring that very able students do not find their ways into TAFE courses and there is little doubt that a large number of those who complete a TAFE Certificate course are capable of proceeding into higher education.

The Commonwealth Department of Education (CDE, 1986) reported that the increasing number of routes, including TAFE, by which candidates seek to enter higher education is a problem for higher education. Parkinson (1985) noted that the selection of holders of TAFE qualifications with all these others was to make comparisons between the virtually incomparable.

Interest in techniques for making such comparisons has been limited probably because, as has been pointed out in Section 11.3.2(b)(ii), there are more qualified applicants for places in higher education institutions than there are places available and hence higher education institutions are able to fill programs without having to consider the particular requirements of potential students with non-traditional qualifications such as those gained in TAFE.

It is probably for this reason that the rank order of aggregate score method of selection has persisted and, as far as TAFE is concerned, interest has been confined largely to devising methods by which TAFE qualifications can be ranked vis-a-vis the scores in conventional entrance qualifications such as the HSC. Macquarie University (Section 4.1.1.), Queensland Institute of Technology (Section 4.1.2 and Appendix E) and SACAE (Section 4.1.3 and Appendix F) have done some work on this.

Although the methods used should not be seen as the last word in selection processes for higher education, the nature of education is such that it is likely that rank order of aggregate score will continue to be the predominant method for some time.

Consequently the techniques for relating TAFE qualifications to other entrance qualifications should be studied more closely with a view to ensuring that holders of TAFE qualifications be treated equitably with holders of other qualifications in selection for higher education.

The three institutions mentioned above which use the rank order method for equating TAFE qualifications with more conventional qualifications are in each of the sections of higher education.

It is RECOMMENDED that the ESSC of the CTEC negotiate with

- The Macquarie University
- Queensland Institute of Technology
- The South Australian College of Advanced Education

to monitor the number of total applicants with TAFE qualifications who are admitted to the respective institutions in comparison with other students and the success of the former students in relation to students with other qualifications with similar tertiary entrance scores.

However the situation should not be left there. Real steps should be taken to get other methods of student selection considered. The CDE (1986) suggested the following.

a) Use of pre-requisites

This is the process of linking the educational work which has been done with the educational work yet to be done. One form of assessment which might be developed compares the work of a student with a pre-set standard (i.e. criterion - referenced tests). Such tests could be very valuable in determining students qualified for entry, regardless of background.

b) Queues

One way of tackling the problem of a lack of comparison indicators would be to establish queues of candidates who have fulfilled entry requirements for a particular course or institution.

c) Aptitude tests

Both Queensland and ACT make use of scores from the Australian Scholastic Aptitude Tests (ASAT) to moderate other scores. These tests seek to find out what candidates might be able to do rather than what they know or have done.

d) Profiles

This involves taking into account one or more of the personal characteristics or achievements of an applicant including work experience, the result of non-academic endeavours (e.g. art portfolios), attitudes and outlook and psychological characteristics.

One important justification for such an approach is that much of the teaching work of higher education is vocational and many vocations require attributes other than intellectual accomplishment. A further justification is that some personal attributes may include likely success in higher education study.

e) Social group characteristics

This is an entry scheme based upon membership of defined groups. The method was pioneered by special adult entry schemes and has been followed by special provision for Aboriginals, for candidates from specific regions and for applicants with disadvantaged backgrounds. Students with TAFE backgrounds could be added to this group at the stroke of the pen.

Much has been written that the allocation of quotas to such groups advances the principles of social justice and equity. However it may be argued that such procedures compound difficulties in comparing candidates and may make selection less fair. Indeed a well-qualified TAFE candidate may be excluded because the quota is filled by better qualified candidates.

f) Work experience

Beswick et al (1984) noted that, for the most part, the prescribed procedures of the University of Melbourne do not allow work experience to be taken into account when selecting applicants for places, although, in fact, there is evidence that it is taken into account when motivation and interest are being considered. They said that procedures need to be defined and guidance given to selection committees on the means by which evidence of work experience might be employed usefully.

It is RECOMMENDED that the CTEC consider, together with its constituent councils, the provision of a grant by its ESSC to investigate the development of admission procedures which take into account

- pre-requisite knowledge;
- aptitude tests;
- profiles;
- social group characteristics;
- work experience

for those who hold basic qualifications for admission to higher education courses.

Scarfe (1986) noted that the CPC for the Western Institute had recommended to VPSEC that it should develop admissions policies and selection procedures based on a wide range of criteria.

As an interim measure, TAFE qualified applicants should be considered as a separate social group and be granted a quota for admission to higher education courses for those disciplines corresponding to TAFE courses.

It is RECOMMENDED that the CTEC take up with the Universities and Advanced Education Councils the fixing of quotas for TAFE qualified students in higher education courses for those disciplines with corresponding TAFE courses. Such quotas should be along the lines of, but independent from, mature-age quotas.

In grappling with the problem of transfer from TAFE to higher education, there is a need for higher education institution staff to have available to them clear documentation of the levels and content of TAFE programs. The onus for having such information readily available falls clearly on the TAFE sector authorities and their colleges.

It is RECOMMENDED that the CTEC approach State TAFE authorities through TAFEC with a view to having the level and content of all TAFE programs clearly documented.

In large measure the definition of level will be determined when courses are classified by the Australian Council on Tertiary Awards (ACTA).

For example Tennant (1986) reported that the development of a national nomenclature system for TAFE has assisted Macquarie University in assessing TAFE qualifications in that they are more easily related to higher education qualifications.

This may overcome, or make irrelevant, problems such as that pointed out by Sielaff (1985) that there is no clear definition between some certificate and UG3 diploma courses e.g. the Commerce Certificate of the Townsville College of TAFE and the UG3 diploma offered by James Cook University. With all tertiary courses classified under the same system, the distinctions will be between courses in different classifications regardless of the institutions in which they are offered rather than between courses of the same classification offered in different institutions.

11.4 THE PUBLIC INTEREST IN THE QUESTION OF CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION AND THE SUCCESS RATE OF STUDENTS WHO TRANSFER

11.4.1 General Interest of TAFE in articulation with higher education

The interest of TAFE colleges in responding to the questionnaire and in developing policies on informing and encouraging students to transfer to higher education may be taken as a guide to the general interest of TAFE in this question.

The return rate of the questionnaire was 44% of which 39% of the total were considered useful. This alone suggests that interest in cross-sectoral transfer is not great among the colleges which might prepare the students for higher education.

Follow up of non-respondents seemed to confirm this view. TAFE colleges reflected views such as there were higher priorities for their attention than being concerned with this question or that such decisions were for TAFE head office or the institutions of higher education and that a college could do nothing to affect the situation. In the latter case it was not always clear whether it was really a sense of powerlessness which caused the lack of response or whether that was an excuse for lack of interest. But it is fair to say that the perception of powerlessness also existed among respondent colleges.

Stefanovic (1985) commented that:

> Individual colleges are not in the best position to negotiate with tertiary institutions in transfer arrangements. This should be done on a Department basis.

In fact only two colleges responded that they had a policy on informing and encouraging students to transfer from TAFE to higher education. At the other extreme was the TAFE college which did not encourage students to transfer to higher education courses (Section 5.2.5(c)). Perhaps this was a reflection of the view that TAFE courses should be ends in themselves and not be structured to flow into higher education courses (Section 5.3.2).

Further it is not clear that TAFE authorities are strongly committed to the concept. It is pointed out in Section 11.2 that no evidence was found of state/territory TAFE authorities having policies of informing and encouraging TAFE students to transfer to higher education. The ACTD did commission a working party to develop a paper which would explore alternative models for articulated programs (Section 2.1.4) and NSW has initiated a project to gauge the current situation (Section 4.8.4(b)). The former report was received favourably and adopted, but it contains no firm recommendations and it seems that no further action has been taken.

If the assumption taken in this study that completed TAFE qualifications should be one means of entry to higher education is accepted, the apparent lack of interest of TAFE colleges and the TAFE authorities which govern them in developing national policies on cross-sectoral transfers is cause for some concern.

There is no further recommendation which flows from this discussion. Rather the involvement of TAFE colleges and authorities in the recommendation to develop national guidelines for the acceptance of suitable and relevant TAFE courses for admission and status in higher education courses might provide information for a judgment of the interest of TAFE in the issue.

11.4.2 TAFE staff knowledge of students wishing to transfer

This question was not answered directly and any information must be inferred from the answers to questions of the steps taken to inform and encourage students to transfer from TAFE courses to higher education.

It cannot be assumed that there is no opposition among TAFE staff to TAFE students transferring to higher education (Section 5.3.2), but, leaving this important proviso aside, the degree to which TAFE colleges inform and encourage TAFE students to transfer may be seen as some indication of the knowledge of TAFE staff of students wishing to transfer.

Few TAFE colleges indicated any active encouragement of TAFE students transferring to higher education (Section 5.2.5(c)). Assuming that those colleges which were not opposed to the concept of cross-sectoral transfer would take active steps to assist if they were conscious of a need, it follows that, if there is a student demand for transfer facilities, staff are unaware of it.

It would not be profitable to test this conclusion. Rather, whether the conclusion is valid or not, it would be more effective to raise the existing consciousness of TAFE staff of the opportunities for cross-sectoral transfer for TAFE students.

Therefore it is RECOMMENDED that the CTEC through the TAFE Council encourage each TAFE authority to make TAFE staff aware of the opportunities for cross-sectoral transfer available to TAFE students and to encourage TAFE staff to pass this information on to students. This activity should be a function of the Australian Tertiary Counselling and Credit Transfer Information Services if such services are found to be feasible.

11.4.3 Interest of TAFE students in higher education courses

The fact is that little is known of this, because nobody keeps any records. TAFE colleges have no data on their students who have considered applying for entry but gave up because of difficulties and the penalties in terms of lack of status. Higher education institutions and admissions authorities identify the entry qualifications of students enrolled but do not give an analysis of the qualifications of those not selected. (between 20% and 30% of total applicants in South Australia between 1979 and 1984) (Oxenberry, 1984).

Further, one university which, if anything, discourages the entry of TAFE qualified students, reported that experience had shown that such students exerted no pressure for a change of policy.

The size of the problem with regard to TAFE students wishing to transfer to higher education simply is not known. Ryan (1986) pointed out that there is little evidence of student interest and no indication of a major area of unmet demand, while Grant (1986) stated that investigations must be conducted on the kinds of transfers which most people want. Some of the answers will be available when the current investigation by Bardsley and Gallagher (Section 2.1.7) is completed. Further, one part of the problem i.e. the number and qualifications of unsuccessful applicants for admission to higher education institutions, can be resolved quite easily.

It is RECOMMENDED that the CTEC through its ESSC encourage the Higher Education Admissions Bodies in Australia to keep and publish records of the educational backgrounds of applicants for higher education enrolment who were:

- offered enrolment by the course and institution to which they were offered the enrolment;
- not offered enrolment by course and institution to which they sought enrolment.

11.4.4 Current use by TAFE students of the opportunities available

Parkinson (1985) in his report examined what at that time, were the latest figures available from the CTEC. These are shown in Table 1 of this report. The figures show that about 3.5% of current enrolments in higher education have a TAFE background on admission.

There appears to be no relation between the enrolment of TAFE students and the policies of higher education institutions in the acceptance of TAFE qualifications for admission. Using the figures of Parkinson (1985, Table 8.1; Appendix G, Table 2; Appendix H, Table 3; Appendix I, Table 2) a comparison has been made of the acceptance rate of TAFE qualified students by higher education institutions with a liberal attitude (i.e. policies of general or provisional acceptance) to their enrolment compared to all institutions. The results of the comparison are shown in Table 16.

TABLE 16

Rate of acceptance (% of total applicants) by higher education institutions with a liberal attitude to the admission of TAFE qualified students (Parkinson 1985, Table 8.1) compared to rate of acceptance by all higher education institutions 1980-83 by division of the higher education sector.

Division of Sector	Acceptance Rate% Liberal Attitude	Acceptance Rate% All institutions
Universities	3.73	2.98
CIT	3.44	4.44
Other CAEs	1.13	4.33

Many higher education institutions with generous admission policies to TAFE qualifications offer no course analogues to TAFE and hence the policy is almost irrelevant.

The question then arises as to whether there are analogous subjects with TAFE in these institutions which have a significantly higher enrolment rate of TAFE students than the mean.

In Section 4.5 the courses to which entry is allowed on the basis of TAFE qualifications by the various higher education institutions were listed. The relevant faculties or schools available in the higher education institutions (DEYA, 1984b) which have a significantly higher rate of enrolment of TAFE students (Parkinson 1985) are shown below:

University of Newcastle: architecture, arts, ecomonics and commerce, engineering.

University of New England: arts, economic studies.

University of Wollongong: commerce, engineering.

Mitchell College of Advanced Education: business and public administration, communication and liberal studies, applied science and planning, social science and welfare studies.

Orange Agricultural College: farm management

Phillip Institute of Technology: applied science, art and design, business, social work.

Riverina-Murray College of Advanced Education: agriculture, applied science, commerce, humanities and social sciences, visual and performing arts. (Riverina-Murray operates a specific transfer arrangement for TAFE students Section 9.1.3.)

No tight argument can be made, but for there to be any real use of higher education by TAFE students there need to be courses in the higher education institutions analogous to TAFE courses combined with a generous admissions policy.

Ryan (1986) questioned this by pointing out that the study has not addressed the question of general exemption in liberal arts awards. However there is some anecdotal evidence to suggest that TAFE graduates are not very interested in transferring to courses in disciplines unrelated to their TAFE studies. Parkinson (1985) reported that La Trobe University takes great pride in its wide ranging admissions policy and attributes its very small enrolment of TAFE qualified students to the fact that the courses which it offers were not likely to be selected by TAFE graduates.

The actual figure of 3.5% of all higher education enrolments coming from TAFE is small enough in itself, but when it is considered that in 1984 there were 831,170 TAFE vocational students in Australia (CTEC, 1985c), the number in any one year which transfer to higher education is less than 0.05%.

Currently very few TAFE students are making use of the opportunities for cross-sectoral transfer which are available.

It cannot be concluded that the lack of use can be equated with a lack of interest however. The evidence seems to suggest a lack of information together with a lack of encouragement in the TAFE colleges.

The recommendations made in Sections 11.2 and 11.4.2 are designed to meet these shortcomings.

11.4.5 Success rate of TAFE qualified students who transfer to higher education

In Section 6.4 it was pointed out that very little is known of the success or otherwise of TAFE students who transfer to higher education. This is because only a few institutions monitor the success rate of TAFE students who transfer to higher education courses, although some institutions, even if regrettably few, indicated that they intend to do so in the future.

Nevertheless from the very small amount of information available, progress of TAFE transfer students in higher education appears to be satisfactory. In each of the three groups of institutions at least one expressed satisfaction with the progress of TAFE transfer students (Section 6.1, 6.2, 6.3). Moreover Aust (1986) reported that, at the Queensland College of Art, the staff considered that those who had undertaken relevant TAFE courses were able to succeed better than those who had not.

More information is needed on the progress of TAFE qualified students in all institutions of higher education so that these institutions might develop more precise and equitable admissions policies. The current work being undertaken by the NSW Department of TAFE (Section 4.8.4(b)) (Neilson, 1986) will provide some preliminary information. In addition Scarfe (1986) reported the CPC of the Western Institute has recommended to VPSEC that it should undertake research into the progress and success of students throughout the post-secondary system.

It is RECOMMENDED that, in addition to the recommendation in 11.3.3, as a pilot, the CTEC through the Universities Council and the Advanced Education Council invite proposals for funding from institutions which have a reasonable number of students admitted on the basis of TAFE qualifications for the monitoring of the progress and success of these students over a finite period, say four years. If possible, at least one of the institutions should be representative of each of the groups of institutions.

11.5 PROBLEMS FOR TAFE STUDENTS SEEKING TO TRANSFER TO HIGHER EDUCATION

11.5.1 Entry Difficulties

The principal difficulty is the lack of formal and consistent policy by most higher education institutions towards TAFE qualifications. This has been discussed and recommended upon in Section 11.3.

A second issue which arose was that, as TAFE qualified students are often older, married and income earners with dependants, full-time, day study was impossible. Such potential students are denied entry unless courses are available on a part-time basis with lectures and tutorials outside of normal working hours.

It is RECOMMENDED that the CTEC through the Universities Council and the Advanced Education Council encourage higher education institutions to provide, where possible, courses on a part-time basis with lectures and tutorials outside normal working hours.

11.5.2 Lack of status and the need to repeat studies

A general lack of satisfaction was reported by TAFE colleges with both the lack of status granted and the lack of consistency in granting status to TAFE qualified students by higher education institutions. This, it was claimed, has led to students having to repeat work done already in their TAFE courses with a consequent unwillingness to attempt to transfer.

Ryan (1986) stated that the claim that higher education institutions granted insufficient status to TAFE students and required students transferring from TAFE to repeat work done already is based on the assumption that certain TAFE courses have equivalence to higher education. In fact the validity of the assumption is fundamental to the argument and needs to be tested.

It is RECOMMENDED that the CTEC fund a project to make an in-depth examination of the curriculum documentation, learning methodology and assessment procedures of selected TAFE and higher education courses in commerce and engineering.

11.5.3 Lack of preparation in TAFE for the study methods of higher education institutions

Some TAFE colleges identified that there were problems facing students in adapting to different teaching styles, increased academic content in some courses and increased responsibility for self-management in higher education (Section 8.6.4).

The TAFE Council (TAFEC, 1985) has noted that there is little formal planning and consultation designed to promote smooth transition from one level of qualification to another.

It is considered that both TAFE and higher education have responsibilities here. It is RECOMMENDED that CTEC, through its councils,

- encourage TAFE colleges to modify their study methods in the final phases of courses from which students are likely to transfer into a higher education course.
- encourage higher education institutions to modify their study methods in the early phases of their courses so that TAFE qualified students are able to adapt more readily to the changes.

Another approach might be for TAFE colleges to arrange for potential transfer students to attend lectures and tutorials within the institution to which they might seek enrolment.

It is RECOMMENDED that the CTEC through TAFEC ask the state TAFE authorities to encourage counsellors to arrange for TAFE students who are considering transfer from TAFE to higher education to attend suitable lectures and tutorials within the institution at which they might seek enrolment.

11.5.4 Financial difficulties

If full status is not granted for work undertaken in TAFE, de Laeter (1984) noted that the TEAS allowance is not paid for work which the higher education institution requires to be repeated. There were also concerns expressed about the perceived inadequacy of TAFE allowances (a concern not limited to TAFE qualified students) as well as about the limited range of TAFE courses which were covered.

It is the first of these concerns which is relevant to this study. The working party on articulation of programs (Pattison, 1985) noted that there should be a general acknowledgement of the principle that credits granted should be substantial in order to provide incentives. Not the least of these incentives would be eligibility for TEAS.

In order to ensure the least financial loss to TAFE qualified students, it is RECOMMENDED that any discussions initiated by the CTEC with a view to developing national guidelines for the acceptance of suitable and relevant TAFE courses for admission and status in higher education courses (Section 11.3) be directed to ensure that the status granted is sufficient not to disqualify students from benefit under TEAS.

11.5.5 Isolation of many students from higher education institutions

Schulstad (1985) and Clark (1985) summed up the problems of isolation for many TAFE students living in small towns and isolated communities. Students must leave their family environment and seek accommodation in another place at a crucial stage of their education.

Bayly-Stark (1986) reported that one answer to the problem of isolation is the study centre. Section 8.5.2(a) includes her report on a cross-sectoral study centre in Burnie on the North-West coast of Tasmania. In addition, Deakin University provides study and access centres in 15 centres in Victoria plus Burnie and Darwin (Smith et al, 1985) and Orana Community College (in Dubbo, NSW) has established an individual learning centre which is available to students irrespective of the institutions in which they are studying (Schulstad, 1985).

It is RECOMMENDED that the CTEC encourage the extension of study centres in TAFE colleges in isolated areas to facilitate cross-sectoral transfer to higher education.

11.6 MEASURES TO FACILITATE TRANSFER

Parkinson (1985) found and this study confirmed (Section 6.4) that very little is known of the success or otherwise of TAFE students who transfer to higher education except to say that from the little information which is available, progress of TAFE transfer students in higher education appears to be satisfactory. A recommendation (Section 11.4.4) is made on monitoring that success. But it is only a very minor group which is transferring. In Section 11.4.4 it is pointed out that less than one TAFE student in 200 transfers to higher education. Before this situation will improve, Grant (1986) maintained that higher education institutions must accept that transfer is a key component of their mission (Section 2.1.8).

Before transfer from TAFE to higher education will be facilitated willingly and eagerly by higher education institutions, the latter will need to be convinced of the profit of such a policy to them.

In the first instance, this may well require financial incentives and the recommendations of Parkinson (1985) are reiterated.

Three types of investigation are RECOMMENDED.

a) the admission of additional students to higher education institutions which have not, as a matter of policy, admitted students on the basis of a TAFE qualification, to courses relevant to their TAFE qualification and the monitoring of their progress compared with the progress of students who have matriculated in the normal way.

b) the granting of status to students by higher education institutions which have, as a matter of policy, admitted students on the basis of a TAFE qualification but which have not generally granted status and the monitoring of their progress compared with the progress of other students at the same level.

c) the development of imaginative experiments in designing courses to bridge any gap between the terminal point of the TAFE course and the entrance point of a related higher education course.

Barrett and Powell (1980) saw that many mature-age students who would like to study sciences or professional courses, were prevented from doing so because they lacked the necessary subject prerequisites. Transfer courses conducted concurrently with or antecedent to higher education courses may be one solution to this problem.

It is further RECOMMENDED that the Commonwealth Tertiary Education Commision (CTEC) recommend to the Commonwealth Government that it allocate, say, $750000 per year over the three years 1987-1989 to fund programs of the above three types and invite tenders from suitable institutions of higher education to participate. Given an overall cost of $5000 per student* per year (including administration and monitoring costs), 1500 students (which is less than 0.27 of the potential pool) would be able to benefit in the first year. The numbers in the subsequent years would be less, depending on student progress.

It is intended that such students additional to the quotas normally admitted by the institutions of higher education which participate.

The tender should specify at least:

. the number of students which it is intended should participate in the program by faculty;

. the monitoring and reporting procedures intended;

. in the case of experiments in bridging courses, an outline and rationale for the curriculum to be followed.

11.6.1 Opinions of TAFE colleges on means whereby more provisions should be made to facilitate transfer from TAFE to higher education courses

This was discussed in Section 5.3.4 where six were identified

a) more adequate recognition of TAFE qualifications (Section 11.5.2);

b) increased links and liaison between TAFE and higher education (Section 11.2 and 11.5.3);

c) Joint course development (Section 11.3.2(b)(i));

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* Figure determined from information provided by CTEC. A weighted average of the direct cost in science, engineering, economics and arts.

d) Increase in bridging courses (Section 11.3.2(b)(ii));

e) The publication of firm transfer guidelines (Section 11.2);

f) An increase in the role of government and government agencies (Section 11.3.2(b)).

11.6.2 A total philosophy for entry and status for TAFE transfer students

The orginal assumption for this study was that if the admissions and status policies of higher education institutions recognised formally the full achievements of students who had TAFE qualifications, there would be a pool of students who would have more than a reasonable chance of success. If this assumption can be justified, then there is a philosophical statement.

It cannot be claimed that the assumption has been justified without reservation but certainly there is information rising out of the project which would indicate its validity. The situation is that the best information available suggests that the following philosophical statement can be made.

If TAFE students had the opportunity and, more importantly, were aware of it, they would be at least as successful in higher education studies as students who entered higher education in more conventional ways.

APPENDIX A: EDUCATION COUNSELLING AND CREDIT TRANSFER INFORMATION SERVICE (ECCTIS)

In July 1977, a meeting of all interested parties in the United Kingdom was held under the chairmanship of the Minister of State for Higher Education for the purpose of discussing what action should be taken in regard to the issue of credit transfer. The meeting resolved that a study should be undertaken into the feasiblity of establishing a central information service.

The terms of reference of the feasibility study are quoted by Robbins (1980):

> To advise on the necessity, feasibility and cost of establishing and running a service for recording and providing information on credits which are being given by academic and professional institutions in the United Kingdom, towards further and higher education qualifications, in respect of previous studies undertaken by students (p.61).

The report Educational credit transfer: Feasibility study was published in mid-December, 1979. In it credit transfer was defined as follows:

> In the context of access to Higher and Further Education (HFE), credit transfer is a process whereby qualifications, part-qualifications and learning experiences are given recognition (or credit) to enable students to progress without having to repeat material or levels of study, to transfer from one course to another, and to gain further educational experience and qualification, thereby contributing to the maximisation of accumulated educational capital (Toyne, 1979, p.1).

Toyne concluded that it was feasible to establish a national information service capable of recording and providing information on credit transfer possibilities. Besides meeting the needs of users (educational and professional institutes, potential students, national award-making bodies), such an information service was seen as an important concomitant with the development of schemes aimed at making the system of higher education more available to potential students.

In the context of entry, the working party found that provision was made in fact for the consideration of alternative qualifications for initial entry to courses in almost all forms of post-secondary education and that 'open entry' was characteristic of the courses offered by the Open University. Nevertheless, in almost all cases, applications for admission were considered on their individual merit and, where more formal arrangements had been made, they were advisory rather than mandatory and each case was still considered individually.

The report recommended the development of a register which would identify the alternative qualifications which were acceptable for entry to higher education courses.

The fact that a demand for the identification of alternative qualifications acceptable for initital entry to courses existing at the time the report was prepared was in itself seen as justification for the establishment of an information service. In 1979 about 15% of applications and 11% of admissions to university first degree courses were students offering alternative qualifications; in the polytechnics the applications and admissions for such students were about 20% in both cases.

The possibilities for the future were seen as even greater. It was predicted that the demand for entry to higher education through alternative qualifications would increase and that the need to improve the availability of information would be even more pressing.

The then Secretary of State decided that interested bodies should be consulted to establish the extent of their support for the recommendation of the report (Frogbrook, 1984). The response indicated sufficient support to proceed.

In May 1982, the Department of Education and Science invited tenders for a research and development programme to design and test, on a pilot scale, a computerised Education Counselling and Credit Transfer Information Service (ECCTIS). The word 'counselling' was added to the title to reflect better the nature of the information to be provided by the service.

With regard to entry, the service was required to provide

- essential information about courses available in a particular area of study, together with normal minimum qualifications for entry;

- similar information about courses for which particular optional qualifications and part-qualifications had been accepted for entry;

- for those students leaving courses before completion, information about other courses for which the students' part-qualifications might be acceptable for entry.

There was considerable concern in the pilot study about the balance between service for general counselling purposes and for credit transfer. It was felt that the collection of alternative entry data would take time due to the need for it to be more detailed and historical, whereas the general course information was more readily available and less controversial. It was claimed that the establishment of basic course records were, in any case, a prerequisite for a credit transfer information service and that details of normal entry requirements formed a necessary part of such a service. Accordingly, the emphasis was almost entirely on the aim of providing essential information about courses available in a particular area of study, together with the normal minimum requirements for entry.

In the context of status, Toyne saw a credit transfer system as

- granting '. . . exemption from parts of courses (entry with "advanced standing"), to candidates with suitable previous experience' (p.2),

  (He reported that the practice of granting status in higher education for students with appropriate qualifications was not widespread in the United Kingdom, though in recent years it had become less unusual as specific provision for it had been built into several different study schemes.)

- introducing and developing '. . . study schemes based specifically on the principle of cumulative and transferable credits' (p.2).

ECCTIS was to provide

- essential information about courses within a particular area of study for which particular optimal qualifications or part-qualifications have been accepted for advanced standing;

- for those students leaving courses before completion, information about other courses for which students' part-qualifications may be accepted for advanced standing (Frogbrook, 1984).

ECCTIS began in 1983 with the aim of

- creating and maintaining a computerised data bank of information about further and higher education courses throughout the UK;
- developing easily accessible routes through which every kind of enquirer from professional advisers to members of the public can get answers quickly from the data bank;
- determining the extent to which this radically new form of national information service could meet the demands of it users effectively, and thus confirm the value of its continuation after the end of its development project status (early in 1986) to become an independent self-sustaining service.

By the end of 1985, ECCTIS could claim that it had successfully

- created and maintained a national database, stored on a mainframe computer, containing information about further and higher education courses throughout the United Kingdom;
- set up easily usable ways by which the general public and professional information staff and advisers can quickly obtain from that national database the particular information they want.

The database was started three years ago. Presently, it holds details of about 30000 courses (increasing to 70000 over the next two years), giving detail of:

- course title;
- duration;
- study mode;
- any associated professional qualifications awarded on successful completion of the course;
- course specific entry requirements;
- general entry requirements of the education institution;
- name, address, telephone number of the institution;
- course structure and content (presently being completed);
- credit transfer information (for limited institutions in 100 areas only).

A short course directory is also available.

Information can be retrieved through Keywords (every course record is classified using about 12 Keywords). Course information can be obtained by writing a letter, by telephone, by using Prestel, by direct on-line search, and by using microfiche.

The director is aware of all the shortcomings of ECCTIS but decided to build a large, basic, database to begin with and then to refine it, finally moving into credit transfer. The credit transfer phase is just beginning, and students are now able to get credit transfer information about polytechnics and colleges of higher education. The universities have, generally, been slow at providing information.

Enquirers can now discover whether their existing qualifications may be considered for initial entry to a particular course, or gain exemptions from parts of a full course.

There is no doubt that the service is starting to be successful in two main ways. Firstly, students are using the service (3000 enquiries in May) and, secondly, the policies and practices of educational institutions regarding admission and credit transfer are changing.

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APPENDIX B: CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9) QUESTIONNAIRE FOR TAFE COLLEGES AND INSTITUTIONS

Our ref: OP9/CM/sb/2

11 October, 1985

Dear Sir/Madam,

The TAFE National Centre is undertaking a research project on cross-sectoral transfer from TAFE to higher education. Simultaneous research is going on elsewhere into the wider issues of access and credit status between the various sectors of education. The whole picture expected to emerge from this current research should produce invaluable information for the future of post-secondary education in Australia over the next few years.

Part of our research is planned to focus on what is happening in TAFE Colleges. We wish to gather information on individual college experiences in the area of cross-sectoral transfer. This might include formal policy directions or individual initiatives in student counselling, special link or feeder courses or arrangements negotiated with C.A.E.s, Institutes of Technology or Universities.

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For this reason I would be most grateful if a member of your staff could provide the relevant information from each School in your college. In some cases this could be handled by a Student Counsellor, but in others it might require a curriculum or staff development officer to contact a number of different Schools within the college, to ascertain in which areas transfer issues are most commonly faced, and how they are being dealt with.

A questionnaire is enclosed, and I would appreciate a response from your College by the 8th November.

Dr Janet Scarfe will be helping me with this project as the representative in Victoria. She may wish to contact you later in regard to case study material. If she does, I'd like you to know that we are both working on the same research project.

If you have any enquiries about the research or the enclosed questionnaire, please ring Dr Scarfe on (03) 268 7442 or contact me at the TAFE National Centre.

Thank you for your cooperation.

Clare McBeath

Clare McBeath
RESEARCH AND DEVELOPMENT OFFICER

Encl.

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TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT LTD.
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Telephone (08) 42 7905
(Incorporated in South Australia)

CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9)

QUESTIONNAIRE FOR TAFE COLLEGES AND INSTITUTIONS

Please answer the following questions as fully as you can. There are no set spaces for your answers because the emphasis will differ in each college.

Because terms are used differently in each institution, the following key words have been defined for the sake of consistency:

access - the philosophical concept of availability of study to all students

entry - admission criteria, qualifications required for entry

exemption - waiver of subjects or parts of a subject

transfer of credit - points or units credited because of previous experience

status - including exemption and transfer of credit.

Please ensure that the name of your college, (and the name of the school where applicable) is included with your answers, and that they are returned to me no later than 8th November. If you have any queries, you may contact me.

Thank you for your co-operation and assistance.

Clare McBeath

Clare McBeath
RESEARCH AND DEVELOPMENT OFFICER

Question 1

What provisions presently exist to enable students to transfer from TAFE courses into higher education?

Please give examples, from all Schools in your College, of:

1) college policy and policy directions;

2) agreements negotiated with CAE's, Institutes of Technology and universities;

3) link, bridging or feeder courses run by your institution for students seeking access to higher education;

4) other initiatives.

Question 2

What provisions presently exist to inform and encourage students from your College to transfer from TAFE courses into higher education courses?

Please include information from all Schools and list specific examples of:

1) college policy and policy directions;
2) formal information given to students through courses, lectures, brochures etc.;
3) handbooks, calendars of higher education institutions made available to students;
4) school initiatives;
5) individual initiatives;
6) student counselling;
7) communication with CAE's, Institutes of Technology or universities.

Question 3

What problems have existing provisions caused for individual students, or groups of students, seeking to transfer to higher education?

Please give examples from each course involved of:

1) entry difficulties
2) lack of status (exemption or transfer of credit);
3) need to repeat work;
4) study methods and expectations;
5) others.

Question 4

What further provision do you think should be, or could be, provided for those students who wish to transfer their study in higher education?

TAFE

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APPENDIX C: CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9) QUESTIONNAIRE FOR HIGHER EDUCATION INSTITUTIONS

Our ref: OP9/CM/sb

11 October, 1985

Dear Sir/Madam,

Last year you were contacted by Kevin Parkinson in the course of his research into TAFE students who had enrolled in higher education courses. He was looking specifically for examples of students who had used relevant TAFE Middle Level Certificate qualifications to gain admission and/or credit status at higher education institutions. His report is now complete and the information provided by Universities, CAEs and Institutes of Technology across Australia has proved invaluable in putting together the first national picture of these issues.

The issues involved in access to Higher Education have now caught the imagination of a number of relevant national bodies, and further projects are underway. The TAFE National Centre is engaged in part of this current research interest and is investigating Cross-Sectoral Transfer from TAFE to Higher Education. This is a CTEC funded Evaluative Studies project. It intends to investigate the questions of access for TAFE students, including entry provisions, exemption and transfer of credit.

I would be grateful if you could make further information available to us for use in this project, and answer the questionnaire attached to this letter. I would appreciate it if the completed questionnaire could be returned by the 8th November.

Mr John Weatherhead will be helping me with this project as the representative in NT. He may wish to contact you later in regard to case study material. If he does, I'd like you to know that we are both working on the same research project.

If you have any enquiries about the research or the enclosed questionnaire, please ring Mr Weatherhead on (089) 80 4224 or contact me at the TAFE National Centre.

Thank you for your cooperation.

Clare McBeath.

Clare McBeath
RESEARCH AND DEVELOPMENT OFFICER

Encl.

TAFE

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CROSS-SECTORAL TRANSFER FROM TAFE TO HIGHER EDUCATION (OP9)

QUESTIONNAIRE FOR HIGHER EDUCATION INSTITUTIONS

Please answer the attached questions as fully as you can. There are no set spaces for your answers because the emphasis will differ in each institution.

In some institutions the answers to some questions may overlap with others. Please answer those which are relevant to your institution.

Because terms are used differently in each institution, the following key words have been defined for the sake of consistency:

access - the concept of availability of student to all students

entry - admission criteria, qualifications required for entry

exemption - waiver of subjects or parts of a subject

transfer of credit - points or units credited because of previous experience

status - including exemption and transfer of credit.

Please ensure that the name of your institution is included with your answers, and that they are returned to me no later than 8th November. If you have any queries, you may contact me. Thank you for your co-operation and assistance.

Clare McBeath

Clare McBeath
RESEARCH AND DEVELOPMENT OFFICER

POLICY INFORMATION

1. What is the current policy of your institution in regard to TAFE qualifications offered for

   a. entry
   b. exemption
   c. transfer of credit

2. Are there exceptions to this policy currently in operation? Have there been exceptions in the past?

3. Are changes/innovations to the formal policy currently under discussion? Please give details.

4. Have changes been discussed and rejected? Please supply details.

5. For which courses does your institution most frequently grant entry on the basis of previous TAFE qualifications?

6. Which courses (in which schools/faculties) most-frequently grant exemption and transfer of credit on the basis of previous TAFE qualifications?

STUDENT INFORMATION

7. What is known of the success rate of TAFE students who have transferred to courses in your institution? If this information is not known, are there plans to make it available in the future?

8. What advice is normally given to students with TAFE qualifications when they first seek entry to your institution?

9. To whom are they sent for more detailed or less formal advice if this is considered necessary? Do they receive individual counselling?

10. Who makes decisions in unusualy, or less evident, cases of

    a. entry
    b. exemption
    c. transfer of credit

POLICY INNOVATION

11. From where would you expect pressure for change?

12. From where would you expect most resistance? For what reasons? On what bases?

APPENDIX D: SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY. TAFE CROSS-CREDIT ARRANGEMENTS

INSTITUTE COURSE	TAFE COURSE	STATUS/EXEMPTION
UG3 Built Environment	Building Technology Certificate	45-50%
Bachelor of Engineering (Electrical)	Tech. Certificate Electrical Eng.	Entry into 2nd Year (First year Maths and Physics need to be done)
UG3 Mechanical Engineering	Mech. Eng. Tech Certificate	37%
Bachelor of Eng. (Electronics)	Certificate in Tech. Electronics	180 hours
UG3 Business (Marketing)	Business Certificate (Marketing)	One subject and approx. half year exemption in 2 other subjects (and possibly 3) Maximum 3 out of 12 credits
UG3 Business (Personnel and Industrial Relations	Business Certificate (Personnel and Industrial Relations)	2 subjects (and possibly 3)
UG3 Surveying	Certificate in Surveying	Status in Surveying A&B, providing Cert course completed in last 3 or 4 yrs. Possible status in Survey Camp AS, depending on Indust. experience completion.
UG3 Computer Studies	Business Cert. (Data Processing)	Under Review
Bachelor of App. Science (Geology)	Certificate in Geology	180 hours (Applied Geology I)

APPENDIX E: QIT ESCALATION POLICY

APPLIED SCIENCE

1. QIT Certificate and UG3 holders are eligible subject to quota for escalation to degree if they have satisfied subject prerequisites.

2. Certificate or UG3 from other Institutions will be considered under Special Consideration or other provisions.

3. Exemptions on basis of Certificate or UG3 studies will be at discretion of Head of the Department responsible for the course, but will be in line with BAE Policy.

4. For quota determination a sliding scale of NTE's based on performance in the Certificate or UG3 course will apply.

Notional Performance Level	3.6	3.6-3.9	4.0-4.5	4.6-4.9	5-5.5	5.6-5.9	6-7
Notional TE Score	812	842	872	902	932	962	994

ENGINEERING

1. QIT or equivalent Institution engineering Certificate holders are eligible to escalate to degree level subject to quota, and will be allocated NTE922.

2. QIT or equivalent Institution engineering Associate Diploma holders are eligible to escalate to degree level, subject to quota, applications of those seeking to escalate should be forwarded to School for calculation of NTE based on a computer programme developed by the School.

BUSINESS STUDIES

1. Applicants with Certificates or Associate Diplomas from QIT or with equivalent qualifications from other Institutions in the Business Studies field are eligible to escalate, subject to quota and subject to the level of performance.

2. Other Certificates and Associate diplomas will be treated by comparison with those in the Business Studies field and must contain subjects considered to meet prerequisite requirements.

3. Notional TE scores for those with appropriate Certificates will be allocated, on the basis of a 7 pt scale, as follows:

Notional Performance Level	< 4	4.0-4.19	4.2-4.39	4.4-4.59	4.6-4.79	4.8-4.99	5.0-5.19	5.2-5.39	5.4-5.59	5.6-5.79	5.8-5.99	6.0-6.19	6.2-6.39	6.4-6.59	6.6-6.79	6.8-7.0
Notional TE Score	740	770	790	810	830	850	870	890	910	920	930	940	950	960	970	980

4. Notional TE scores for those with appropriate Associate Diplomas will be allocated, on the basis of a 7 pt scale, as follows:

Notional Performance Level	< 4	4.0-4.19	4.2-4.39	4.4-4.59	4.6-4.79	4.8-4.99	5.0-5.19	5.2-5.39	5.4-5.59	5.6-5.79	5.8-5.99	6.0-6.19	6.2-6.39	>6.4
Notional TE Score	810	830	850	870	890	910	920	930	940	950	960	970	980	990

HEALTH SCIENCE

1. Certificate or UG3 holders from QIT or other equivalent institutions are eligible subject to quota for escalation into degree courses if they satisfy the subject prerequisites for entry. Holders of the Institute's Associate Diploma in Clinical Laboratory Techniques however, will be granted automatic entry into the Bachelor of Applied Science - Medical Laboratory Science quota.

2. The Head of School in consultation with the Head of Department may recommend the eligibility of Certificate or Associate Diploma holders falling outside the categories listed above.

3. For quota determination, a sliding scale of NTE's based on performance in the Certificate or UG3 course will apply.

Notional Performance Level	<3.6	3.6-3.9	4.0-4.5	4.6-4.9	5-5.5	5.6-5.9	6-7
Notional TE Score	812	842	872	902	932	962	994

BUILT ENVIRONMENT

1. Certificate holders from QIT or an equivalent institution are eligible to escalate subject to quota into degree courses.

2. In determining the quota, a sliding scale of NTE's based on performance in the Certificate course will apply.

Notional Performance Level	< 4	4 - 4.49	4.5 - 4.99	> 5
Notional TE Score	812	832	872	920

3. Escalation from the Associate Diploma for Built Environment Technician will be on the basis that - 40 pts for successful completion of 1st year; further 30 pts for 2nd year; further 30 pts for 3rd year - will be added to the original TE Score or NTE Score of the applicant when he applies for UG3 entry.

LAW

NO POLICY - Individual cases are referred to the school for consideration.

COMPUTING STUDIES

1. QIT certificate and UC3 holders are eligible to escalate to degree courses provided that the normal subject pre-requisites are satisfied or waived in accordance with School policy.

2. Certificate or UC3 holders from other institutions will be treated as Special Consideration cases and referred individually by the Admissions Committee to the Head of School for assessment.

3. Exemptions on the basis of Certificate or UC3 studies will be dealt with according to QIT rules on exemptions.

4. For the purpose of allocating a NTE Score, the calculation of a GPA will be based on performance in the completed certificate (only two year full-time Certificates are acceptable) or UC3 qualification only. Results obtained in post-secondary studies outside of the completed award will not be included in the GPA calculation.

5. NTE Scores will be allocated according to the schedules appearing within the business studies policy section of the policy document.

APPENDIX F: SCALING PROCEDURES - DTAFE SUBJECTS - S.A. COLLEGE OF ADVANCED EDUCATION

1. A score for the undertaking of DTAFE subjects is obtained from an aggregate of marks gained in eight subjects. If a candidate presents more than eight DTAFE subjects, the aggregate of marks shall be her/his given highest scale of marks for eight subjects.

2. The aggregate marks shall include only the marks gained in a year's assessment period.

3. The points for DTAFE subjects shall be awarded on a scale as follows:

Scaled Score achieved for subjects in:	100-83 median	82-69 median	68-57 median	56-49 median	48-45 median	44-31 median	30-0 median
PEB Matriculation Exam		76	63	53	47	38	15
Nominal PEB grad	A	B	C	D	E	F	G
Grade awarded by DTAFE		D	C	PI	PII	F	
Points awarded for selection		76	63	53	47	25	

4. The total score will be equal to 5/8 of the total points awarded for eight subjects.

Explanation

- PEB = Public Examination Board - South Australia.
- DTAFE = Department of TAFE - South Australia.
- PEB matriculants applying for entry to higher education courses are given a score which is the sum of the five highest subject results from five or more subjects attempted.
- DTAFE gradings are Distinction, Credit, Pass I (high), Pass II (low) and Fail.

It is suggested that this attempt at equating grades achieved in TAFE subjects with scaled scores determined for subjects at secondary school matriculation level is a sensible and fair method of assessing the value of TAFE qualifications for entry and for comparison with other traditional methods of assessment of matriculation subjects. Such a procedure has an additional and very important value in as much as the score given by scaling allows the TAFE qualified student to understand where he or she stands in quantitative terms in relation to all other aspiring entrants who have had their position quantified by traditional and long established methods.

APPENDIX G: MITCHELL COLLEGE OF ADVANCED EDUCATION

GUIDELINES FOR THE APPROVAL OF ADVANCED STANDING

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1. HOLDERS OF TAFE CERTIFICATES

a) TAFE Accounting Certificate

From Autumn semester 1983, the following advanced standing will be granted to members of the Institute of Affiliate Accountants who hold the TAFE Accounting Certificate or an equivalent qualification -

Bachelor of Business (Accounting)

80109	Accounting I
80110	Accounting II
81114	Introduction to Law
81214	Business Law
83103	Economic Principles and the Australian Economy
88107	Business Communication

one option unit

From Autumn semester 1985 the following advanced standing will be granted in the -

Bachelor of Business (Marketing)*

80109	Accounting I
81114	Introduction to Law
81214	Business Law
83103	Economic Principles and the Australian Economy
88107	Business Communication

one option unit

* Students in this course do not need to be members of the IAA to be granted this advanced standing; the TAFE certificate is sufficient.

b) TAFE Cost Accounting Post-Certificate

From Autumn semester 1985 the following advanced standing will be granted in the -

Bachelor of Business (Accounting)

80203	Management Accounting I

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c) TAFE Management Cerfiticate

Provided the student completed the last stage of this Certficate after 1980, the following advanced standing will apply from Autumn semester 1985 -

Bachelor of Business (Accounting)

80109	Accounting I
88107	Business Communication

Bachelor of Business (Banking and Finance)

80109	Accounting I
88107	Business Communication

Bachelor of Business (Data Processing)

80109	Accounting I
88107	Business Communication

Bachelor of Business (Marketing)

80109	Accounting I
88107	Business Communication
85232	Management Principles and Practices (upon completion of 85108 Organisations and Society)

c) Tafe Personnel Administration Certificate

Provided the student completed the last stage of this Certificate after 1980, the following advanced standing will apply from Autumn semester 1983 -

Bachelor of Business (Personnel Management and Industrial Relations)

88107	Business Communication
85108	Organisations and Society
85109	Introduction to Psychology (Management)
85233	Introduction to Personnel Management
85240	Australian Industrial Relations

Provided the student completed the last stage of this Certificate after 1980, the following advanced standing will apply from Autumn semester 1985 -

Bachelor of Business (Local Government)

88107 Business Communication
85108 Organisations and Society
85233 Introduction to Personnel Management
85240 Australian Industrial Relations

d) TAFE Marketing Certificate

Provided the student completed the last stage of this Certificate after 1980, the following advanced standing will apply from Autumn semester 1983.

Bachelor of Business (Marketing)

84106 Principles of Marketing
88107 Business Communication
one option unit

e) TAFE Ambulance Superintendent Certificate

From Spring semester 1985 the following advanced standing will be granted in the -

Bachelor of Business (Personnel Management and Industrial Relations)

88107 Business Communication
one option unit

f) TAFE Hospital Administration Certificate

From Autumn semester 1985 the following advanced standing will be granted in the

Bachelor of Business (Accounting)

80109 Accounting I
88107 Business Communication

g) TAFE Banking Certificate

From Autumn semester 1983, the following advanced standing will be granted to Associates of the Bankers' Institute of Australasia who hold the TAFE Banking Certificate or an equivalent qualification -

Bachelor of Business (Banking and Finance)

80109	Accounting I
80110	Accounting II
81114	Introduction to Law
81214	Business Law
83103	Economic Principles and the Australian Economy
88107	Business Communication
81216	Financial Institutions: Law and Practice

h) TAFE Welfare Certificate

The following advanced standing will be granted in the

Bachelor of Arts (Social Science)

28103	Introduction to Welfare Studies
28401	Welfare Practice 1

two unspecified elective units

2. HOLDERS OF ICA OR ASA QUALIFICATIONS

From Autumn semester 1983, Members of the Institute of Chartered Accountants and Members of the Australian Society of Accountants will receive the following advanced standing -

Bachelor of Business (Accounting)

80109	Accounting I
80110	Accounting II
81114	Introduction to Law
81214	Business Law
80203	Management Accounting I
80204	Financial Management I

two option units

APPENDIX H: TASMANIAN ORGANISATIONS CONTACTED

A. PROFESSIONAL ORGANISATIONS

1. Institute of Affiliate Accountants,
c/- Mr P. Miller,
51 Fisher Avenue,
Sandy Bay.

2. Australian Society of Accountants,
146 Davey Street,
Hobart.

3. The Institute of Chartered Accountants in Australia,
152 Macquarie Street,
Hobart.

4. Australian Institute of Bankers,
c/- Mr G. Muskett,
SBT Building,
39 Murray Street,
Hobart.

5. Association Institute of Engineering Associates,
P.O. Box 228,
Sandy Bay,
Hobart.

6. Association of Professional Engineers Aust.,
442 Elizabeth Street,
North Hobart, 7000.

7. The Institute of Draftsmen, Australia,
G.P.O. Box 315,
Hobart.

8. Institution of Engineers Australia,
150 Collins Street,
Hobart, 7000.

9. Australian Institute of Welfare Officers,
C/- Don Killon,
Rokeby Primary School,
Burtonia Street,
Rokeby.

10. Australian Association of Social Workers,
C/- Mrs P. Fitzgibbon,
12 Newcastle Street,
Battery Point.

11. Australian Institute of Building,
C/- 59 Sandy Bay Road,
Sandy Bay, 7005.

12. Royal Australian Institute of Architechs,
Market Place,
Hobart, 7000.

B. INDUSTRIES AND PUBLIC UTILITIES

1. Electrolytic Zinc Company of Australia Ltd.,
Risdon Road,
Lutana.

2. Tioxide Australia Pty Ltd,
P.O. Box 184,
Burnie.

*3. Associated Pulp and Paper Mills,
Marine Terrace,
Burnie.

*4. Tasmanian Electro Metalurgical Co. Pty Ltd,
Bell Bay,
George Town.

5. The Hydro-Electric Commission of Tasmania,
4-16 Elizabeth Street,
Hobart.

6. Armed Forced Food Science Establishment,
P.O. Box 147,
Scottsdale, 7254.

NOTE * these industries were unable to reply within the time allocated.

APPENDIX I: A FEASIBILITY STUDY INTO THE SETTING UP OF COUNSELLING AND CREDIT TRANSFER INFORMATION SERVICES

1. NAME OF ORGANISATION:

TAFE National Centre for Research and Development,
296 Payneham Road, Payneham, South Australia 5070.

2. TITLE OF INVESTIGATION:

A feasibility study into the setting up of tertiary counselling and credit transfer information services.

3. EXPLANATION OF INVESTIGATION:

The CTEC Evaluative Studies Steering Committee is interested in promoting cross-sectoral transfer. The TAFE National Centre has already completed one important study (Parkinson, K., 1985, The articulation of TAFE middle-level and higher education courses in Australia, Adelaide: TAFE National Centre) and is extending this research through funding from the Evaluative Studies Steering Committee of the CTEC. (The title of this latest project is "Cross-sectoral transfer from TAFE to higher education".)

The Parkinson study recommended (p.132) that:

> A national admissions and credit transfer information clearinghouse with responsibility for collecting and disseminating comprehensive information on these topics be established. For TAFE in particular, the establishment of the information clearinghouse should be the responsibility of the TAFE National Clearinghouse.

This recommendation has been reinforced in the TAFE Council submission to the AEC working party on the structure of post-secondary education. It recommends that:

- an adequate information system about admission conditions, granting of status and articulation agreements in relation to all institutions should be developed;
- a centre, the function of which would be to provide information and counselling on credit transfer matters, should be developed.

Therefore, this proposal extends previous and current work in Australia.

Although a natural extension of the Centre's activities, we would need extra funding to carry out the proposed evaluation.

4. OBJECTIVES:

The purpose of the project is to investigate the feasibility of setting up tertiary counselling and credit transfer information services. These services would include the following on-line information to (prospective) students and tertiary institutions:

(a) details about all tertiary courses (institution, entry, course outline, qualifications obtained, etc.);

(b) information about credit transfer arrangements into all higher education courses, with particular reference to the opportunities to transfer from TAFE.

The courses would be classified in a variety of ways in order to gain suitable user access, but also to ensure that there would not be user information overload.

5. METHODOLOGY:

The investigation would be in two parts.

A. Complete draft descriptions of possible models for Australian Centres and a detailed costing of each model (including both software and hardware costs, recurrent expenditure, and costs of stage B.). The description of each model is to include:

- scope of database
- course classification method(s)
- credit transfer description(s)
- hardware and software requirements
- methods of obtaining information
- methods of updating information
- end-use arrangement.

Circulate draft descriptions of models to all interested parties for comment. Follow-up with interviews of main stakeholders in each State, including a discussion on the funding of the models.

B. A limited trial and evaluation of one (agreed) model, probably in South Australia.

6. INVESTIGATORS:

The project manager would be Dr W. Hall, Executive Director of the TAFE National Centre. An internal team would work as advisors on the project. The principal advisors would be Mr K. Parkinson and Mr G. Hayton (who is the Centre's information technology expert). Curriculum vitae for all three people can be supplied.

Additionally, the Centre would employ (probably by means of secondment) an information expert who would conduct most of the research.

7. COSTS:

The Executive Director has visited the United Kingdom Educational Counselling and Credit Transfer Information Service (located at the Open University, Milton Keynes) during his visit to the United Kingdom in June. This cost was borne by the Centre.

The following costs are for the first part of the investigation only. Costings for the second part will be shown in the feasibility study report.

All research staff costs are top-of-scale, AO3.3 plus 20% on-costs.

Centre staff salaries (subject to recent 2.3% award)	
Dr W. Hall (Centre cost)	Nil
Mr G. Hayton (1 day/week)	4,400
Mr K. Parkinson (1 day/week)	4,400
Research and development officer (6 months full time)	21,500
Support staff (2 days/week)	3,500
*Secondment costs for research officer	2,500
TOTAL salaries and secondment costs	$36,300
*Internal travel (visit to all States except N.T. + per diem)	3,000
Telephone and postage	500
*Printing	750
Administration costs (5% of above)	2,027
TOTAL COSTS	$42,577

*To be reimbursed to Centre on presentation of invoices.

8. TIMETABLE:

A.	Feasibility study	6 months
B.	Limited trial and evaluation	1 1/2 years.

9. STATEMENT OF INSTITUTIONAL SUPPORT:

The TAFE National Centre for Research and Development supports this project.

William C. Hall
Executive Director

16th July, 1986.

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